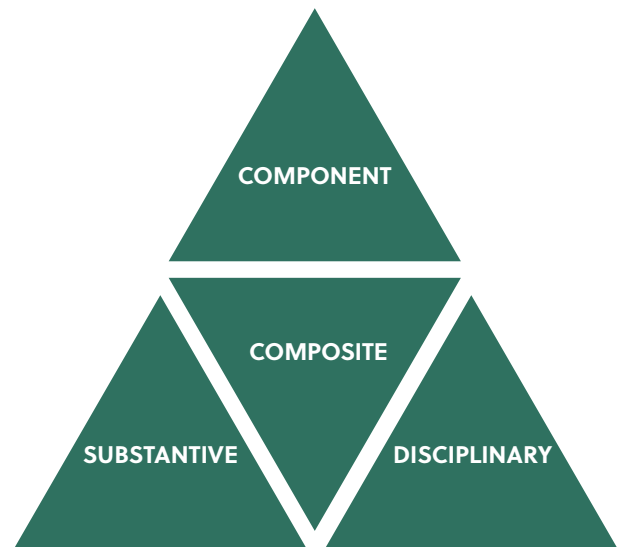




**PROGRESSION
IN MASTER READERS®**

THE TEACHING OF KNOWLEDGE

Progression is considered through the development of knowledge. In Master Readers® we consider knowledge in 4 ways.



COMPONENT KNOWLEDGE:

Definition: The incremental steps within a curriculum. The small chunks of knowledge which together combine to form a skill.

- In Master Readers®, component knowledge is developed through the weekly teaching cycle and when pupils are lead through studying a book.
- The teaching steps ensure component knowledge is developed.

SUBSTANTIVE KNOWLEDGE:

Definition: The knowledge that students gain in Master Reader® lessons can be referred to as 'substantive' knowledge.

- These can include certain concepts comprehension skills, vocabulary, author choice and so on.
- When substantive knowledge connects to more substantive knowledge it creates meaning.

COMPOSITE KNOWLEDGE:

Definition: A collection of component knowledge.

- Also referred to as a skill.
- In Master Readers® the primary composite knowledge taught is literary knowledge and comprehension knowledge.
- These are developed across the week.

DISCIPLINARY KNOWLEDGE:

Definition: This is more about how we have determined a conclusion or fact.

- In Master Readers® it is through the success criteria we provide that pupils can show how much they comprehend. It is also the process or the teaching steps we follow and model which builds comprehension.
- These concepts are interrelated and do not stand alone. Although, they can be identified individually if needed.

SEQUENCING IN MASTER READERS®

In Master Readers® we break down and isolate components to help pupils practice before adding further components (novice to expert).

- **This is evident in:** the weekly teaching cycle; the teaching steps within each day; and the teaching opportunities we use as pupils progress from Year 2 through to Year 6.
- The sequencing ensures pupils activate prior knowledge and re-encounter knowledge and skills across the curriculum in different contexts.



PROGRESSION IN MASTER READERS®

In Master Readers® we consider progression across key aspects of reading.

“ Consider progression across key aspects of reading. ”

PROGRESSION ACROSS THE WEEK AND OVER TIME

DAY 1 PROGRESSION*

- Day 1 lessons are focussed on: introducing key vocabulary to pupils; adults reading to pupils; and pupils reading to each other.
- Progression while teaching vocabulary can be seen in the weekly key words teachers choose to teach pupils.
- These will be different for schools depending on the books they choose.
- Progression in vocabulary is seen in the volume and complexity of words pupils learn and understand over time.

In Fig.1, the grid plots out the total number of words learned and used by pupils when they journey through Master Readers®. These numbers are calculated over a 6 week half term. The number represents a running total over time.

Preparing all pupils to read the text will support their comprehension and interest, as well as engaging pupils.

- Introduce the text, including drawing attention to any features that are particular to that text.
- Identify and explain new vocabulary that is essential to pupils' understanding, first demonstrating how to decode each word, also drawing on its morphology and etymology where possible and explaining its meaning in the context of the passage, in pupil-friendly language rather than from a dictionary; without asking pupils to guess.

The Department for Education (July 2023) 'The Reading Framework'

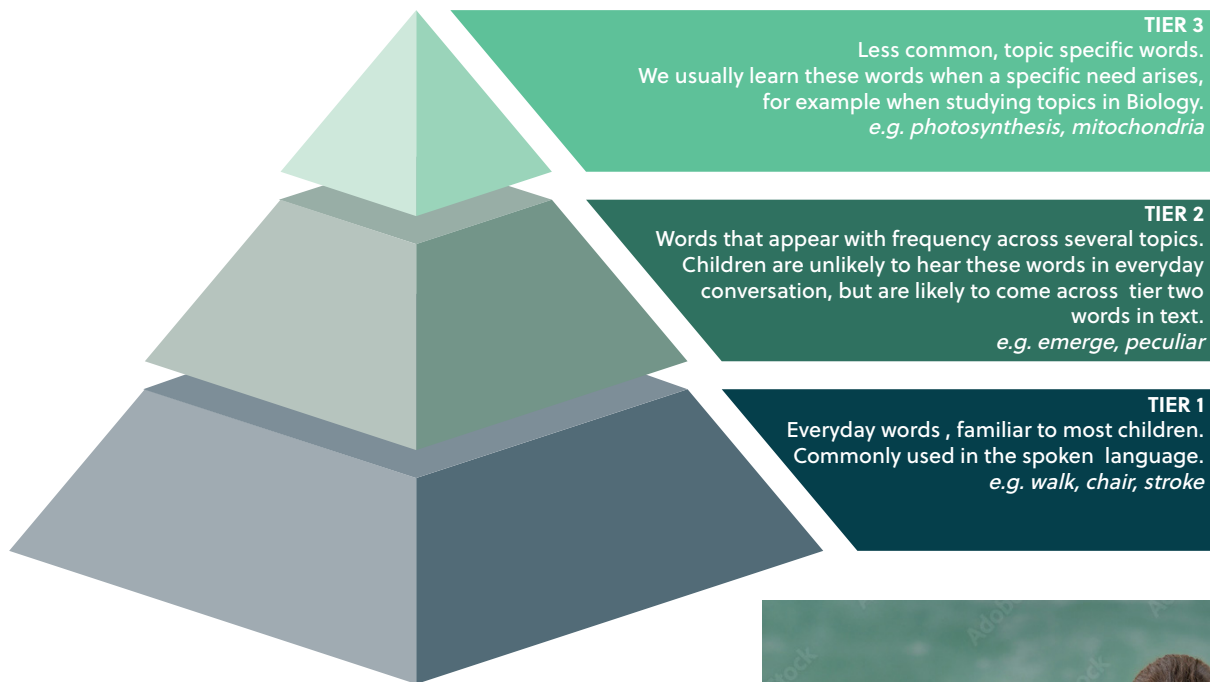
*the Day 1 progression is explored in the second training session of Master Readers® with examples given.

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------|----------|----------|----------|----------|----------|----------|
| Year 2 | 24 | 48 | 72 | 96 | 120 | 144 |
| Year 3 | 168 | 192 | 216 | 240 | 264 | 288 |
| Year 4 | 312 | 336 | 360 | 384 | 408 | 432 |
| Year 5 | 456 | 480 | 504 | 528 | 552 | 576 |
| Year 6 | 600 | 624 | 648 | 672 | 696 | 720 |

Fig. 1 - Vocabulary progression

- Over time pupils should internalise an average of 720 individual words. Most of these words will be second tier words. The Reading Framework (July 2023) defines these as 'Words that children are unlikely to hear in everyday conversation but are likely to come across in stories.' These words are an essential part of a reading curriculum and are embedded in the weekly teaching cycle of Master Readers®.
- Progression is also developed through fluency. In Master Readers® we ensure fluency is developed for all pupils when teachers select key paragraphs for pupils to read and re-read to a partner during the day 1 lesson. The opportunity to re-read ensures pupils continue to read at 100 words per minute after successfully stepping out of a phonics programme.
- Developing fluency is complemented by expanding a pupil's vocabulary. Familiarity with a variety of words helps pupils to read these words with greater ease. As a result, it improves not only fluency but also leads to more effective comprehension.

Fig. 2 Beck and McKeown's tiered vocabulary approach



“ Developing a fluency is complemented by expanding a pupil's vocabulary. ”





“

Pupils in key stage 2 should: participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

”

DAY 2 PROGRESSION

- The day 2 lesson is a Book Club lesson - focussed on quality discussions and developing a love of reading.
- The Reading Framework (July 2023), explains why a book club lesson is essential to developing a reading for pleasure culture.

If pupils rarely read at home, the responsibility therefore falls on schools to ensure these pupils have the time and motivation to read widely and often, as well as opportunities to discuss their reading.

As the national curriculum says, pupils in key stage 2 should:

participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

The Department for Education (September 2013) 'English Programmes of Study: Key Stages 1 & 2
National Curriculum in England'

The Department for Education (July 2023) 'The Reading Framework'

- The Reading Framework (July 2023) also refers to the National Curriculum in regards to comprehension development.

The national curriculum emphasises that comprehension develops:

through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction.

The Department for Education (September 2013) 'English Programmes of Study: Key Stages 1 & 2
National Curriculum in England'

The Department for Education (July 2023) 'The Reading Framework'

- In Master Readers® we help pupils progress towards a quality Book Club experience by slowly introducing the comprehension skills and enabling pupils to engage with and use them effectively over time.
- The over use of modelling and scaffolding, particularly at the start of the journey is essential in helping pupils progress and become more independent.

In Fig.3, the table plots out progression within the Book Club lesson over the course of KS2. In Year 2 progression through the comprehension skills - which leads to a quality book focussed discussion - are introduced discretely to pupils. This then grows and develops into a book club discussion in upper Key Stage 2 that draws on all aspects of the National Curriculum.

Fig. 3

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------|---|-----------------------------------|-------------------------------------|---|-------------------------------------|---|
| Year 2 | The whole class focussed on one skill a week across the whole academic year. (See Year 2 Book Club Training Videos) | | | | | |
| | Week 1 Prediction | Week 1 Summarise | Week 1 Question | Week 1 Explanation | Week 1 Prediction | Week 1 Summarise |
| | Week 2 Prediction | Week 2 Summarise | Week 2 Question | Week 2 Explanation | Week 2 Prediction | Week 2 Summarise |
| | Week 3 Explanation | Week 3 Prediction | Week 3 Summarise | Week 3 Question | Week 3 Explanation | Week 3 Prediction |
| | Week 4 Explanation | Week 4 Prediction | Week 4 Summarise | Week 4 Question | Week 4 Explanation | Week 4 Prediction |
| | Week 5 Question | Week 5 Explanation | Week 5 Prediction | Week 5 Summarise | Week 5 Question | Week 5 Explanation |
| | Week 6 Question | Week 6 Explanation | Week 6 Prediction | Week 6 Summarise | Week 6 Question | Week 6 Explanation |
| Year 3 | During the first 3 half terms lessons focus on one skill per week. (See Year 2 Book Club Training Videos) | | | During the second 3 half terms pupils work in pairs, with pairs focussed on the same skill each (See Year 4 Book Club Traing Videos) | | |
| | Week 1 Prediction | Week 1 Summarise | Week 1 Question | Week 1 Prediction & Explanation | Week 1 Prediction & Question | Week 1 Question & Explanation |
| | Week 2 Prediction | Week 2 Summarise | Week 2 Question | Week 2 Question & Summarise | Week 2 Explanation & Summarise | Week 2 Summarise & Prediction |
| | Week 3 Explanation | Week 3 Prediction | Week 3 Summarise | (Alternating across the half term). | (Alternating across the half term). | (Alternating across the half term). |
| | Week 4 Explanation | Week 4 Prediction | Week 4 Summarise | | | |
| | Week 5 Question | Week 5 Explanation | Week 5 Prediction | | | |
| | Week 6 Question | Week 6 Explanation | Week 6 Prediction | | | |
| Year 4 | Lessons focus on one skill per week until each skill is reviewed twice at the start of the academic year. (See Year 2 Book Club Training Videos) | | | During the second 3 half terms pupils work in pairs, with pairs focussed on the same skill each (See Year 4 Book Club Traing Videos) | | All skills are used in a book club discussion. (See Year 6 Book Club Training Videos) |
| | Week 1 Prediction | Week 1 Question | Week 1 Prediction & Explanation | Week 1 Prediction & Question | Week 1 Question & Explanation | |
| | Week 2 Explanation | Week 2 Summarise | Week 2 Question & Summarise | Week 2 Explanation & Summarise | Week 2 Summarise & Prediction | |
| | Week 3 Question | Week 3 Prediction & Summarise | (Alternating across the half term.) | (Alternating across the half term.) | (Alternating across the half term.) | |
| | Week 4 Summarise | Week 4 Question & Explanation | | | | |
| | Week 5 Prediction | Week 5 Prediction & Question | | | | |
| | Week 6 Explanation | Week 6 Summarise & Explanation | | | | |

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------|---|---|----------|----------|----------|----------|
| Year 5 | Lessons focus on one skill per week until each skill is reviewed once at the start of the academic year. (See Year 2 Book Club Training Videos) | All skills are used in a book club discussion. (See Year 6 Book Club Training Videos) | | | | |
| | Week 1 Prediction | All skills are used in a book club discussion. | | | | |
| | Week 2 Explanation | | | | | |
| | Week 3 Question | | | | | |
| | Week 4 Summarise | | | | | |
| | Week 5 Prediction | | | | | |
| | Week 6 Explanation | | | | | |
| Year 6 | Lessons focus on one skill per week until each skill is reviewed once at the start of the academic year. (See Year 2 Book Club Training Videos) | All skills are used in a book club discussion. (See Year 6 Book Club Training Videos) | | | | |
| | Week 1 Prediction | All skills are used in a book club discussion. | | | | |
| | Week 2 Explanation | | | | | |
| | Week 3 Question | | | | | |
| | Week 4 Summarise | | | | | |
| | Week 5 Prediction | | | | | |
| | Week 6 Explanation | | | | | |

Fig. 3 Book Club Lesson Progression

This approach to the Book Club structure increases quality participation over time. It develops independence and empowers pupils to begin to take control of their own learning.

DAY 3 AND 4 PROGRESSION

- Modelled Comprehension is the essential first step in helping pupils show how well they have understood what they have read.
- Progression within the Master Readers® approach ensures that pupils receive this vital step.
- To enhance this, the number and variety of question types are considered.

“ Modelled Comprehension is the essential first step in helping pupils show how well they have understood what they have read. ”

| | Question Types | Number of questions per lesson |
|--------|---|---|
| Year 2 | Week A Retrieve, Inference, Explanation (Vocabulary) | 3 questions |
| | Week B Retrieve, Predict, Authors Choice | |
| Year 3 | Week A Retrieve, Inference, Explanation (Vocabulary) | 3 questions, increasing to 4 as a maximum. |
| | Week B Retrieve, Predict, Authors Choice | |
| Year 4 | One of each question type is explored every day 3 and 4 | 4 questions, increasing to 5 as a maximum. |
| Year 5 | One of each question type is explored every day 3 and 4. The additional question is used to develop a weakness. | 5 questions , increasing to 6 as a maximum. |
| Year 6 | One of each question type is explored every day 3 and 4 The additional question is used to develop a weakness. | 6 questions are explored in the first half term. From the second term the layout reflects what pupils will see in SATs. This prevents the need for extensive SATs practice. |

Fig. 4 Day 3 and 4 Progression - Modelled Comprehension

It is worth noting that at Master Readers® we know that pupils do not improve their ability to demonstrate their understanding by sitting quietly and answering a lot of questions. Pupils make progress through guided and modelled sessions using talk partners.

Comprehension strategies, on the other hand, are the actions and processes that skilled readers use, usually unconsciously, to understand a text. They include:

- activating and using background knowledge
- generating and asking questions
- making predictions
- visualising
- monitoring comprehension
- summarising.

The Department for Education (July 2023) 'The Reading Framework'

As suggested in the Reading Framework (July 2023), we know that reading lessons should not focus on limited objectives such as, 'We are learning to predict' or 'We are learning to infer'. Experienced readers draw on and use a variety of strategies concurrently; not just one in isolation.

“ In Master Readers® we help pupils to use these skills effectively by building towards holistic use of the comprehension skills. ”

- In Master Readers® we help pupils to use these skills effectively by building towards holistic use of the comprehension skills.



In the same way that we don't overwhelm a pupil by presenting the entire alphabet when they start to read, but instead guide them through a structured phonics programme, we adopt a similar approach with comprehension skills. Overloading pupils with all comprehension skills at once does not aid their development as skilled readers.

- We keep the end in mind – all pupils being able to read a book with joy and be able to draw on the comprehension skills when needed.
- To achieve this, we introduce and model the use of the comprehension skills so that over time pupils become skilled readers who can use them interchangeably and unconsciously when needed.

CHALLENGE IN MASTER READERS®

The national curriculum emphasises that:

The focus should continue to be on pupils' comprehension as a primary element in reading. The knowledge and skills that pupils need in order to comprehend are very similar at different ages. This is why the programmes of study for comprehension in years 3 and 4 and years 5 and 6 are similar: the complexity of the writing increases the level of challenge.

The Department for Education (September 2013) 'English Programmes of Study: Key Stages 1 & 2
National Curriculum in England'

The Department for Education (September 2013) 'English Programmes of Study: Key Stages 1 & 2
National Curriculum in England'

What does this mean?

- Comprehension in Year 2 is similar to comprehension in Year 3, in Year 4 and onwards. Because of this, the teaching of comprehension should be similar in Year 2 through to Year 6. The sequencing of comprehension skills in Master Readers® enables schools to fulfil this aspect of the National Curriculum.
- Challenge is provided through the book choices leaders make. That is why all Master Readers® schools choose books which not only complement their curriculum but also exposes pupils to reading they might not naturally be drawn to. All Master Readers® schools ensure the books they choose include classics, modern books, fiction, non-fiction, poetry and play scripts.
- It is worth noting that challenge is not provided through 'challenge activities'. This is not an aspect of mastery teaching. Challenge is provided for all pupils and is planned into the curriculum.



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