

Master Readers® Progression Map

Reading: Year 2 to Year 6

The weekly teaching cycle

Day 1: Vocabulary and fluency

- Key vocabulary is introduced and explained before reading.
- An adult reads the text to pupils.
- Pupils read and re-read key paragraphs to a partner.



Day 2: Book Club

- Quality discussion of the book, building a love of reading.
- Comprehension skills are introduced gradually: prediction, explanation, question and summarise.
- Heavy modelling and scaffolding at first, moving towards independence.



Days 3 and 4: Modelled comprehension

- The teacher models how pupils show what they have understood.
- Question types: retrieve, inference, explanation (vocabulary), predict and author's choice.
- Pupils work with talk partners in guided and modelled sessions, not by answering many questions in silence.

How knowledge is built in Master Readers

Component knowledge	Composite knowledge	Substantive knowledge	Disciplinary knowledge
The small steps that combine to form a skill. Built through the weekly teaching cycle and the teaching steps as pupils study a book.	A collection of component knowledge, also called a skill. The main composites are literary knowledge and comprehension knowledge, developed across the week.	What pupils gain in lessons: concepts, comprehension skills, vocabulary and author choice. Meaning is created when it connects with other substantive knowledge.	How a conclusion is reached: the success criteria that let pupils show how much they comprehend, and the teaching steps that are followed and modelled.

Sequencing: components are isolated and practised before further components are added (novice to expert). This is seen in the weekly teaching cycle, in the teaching steps within each day, and as pupils progress from Year 2 to Year 6, so that they activate prior knowledge and meet knowledge and skills again in different contexts.

Progression by year group Day 1 to Day 4 of the weekly teaching cycle

Strand	Year 2	Year 3	Year 4	Year 5	Year 6
Vocabulary Day 1	24 → 144 words running total across the year	168 → 288 words running total across the year	312 → 432 words running total across the year	456 → 576 words running total across the year	600 → 720 words running total across the year
	About 24 new words are taught each half-term, chosen by teachers from the class book. Most are tier two words: words children are unlikely to hear in everyday conversation but are likely to meet in stories. Progression shows in the volume and complexity of the words pupils learn and understand over time.				
Fluency Day 1	In every year group, pupils read and re-read key paragraphs, selected by the teacher, to a partner. Re-reading keeps pupils reading at 100 words per minute after they have stepped out of a phonics programme. A growing vocabulary supports both fluency and comprehension.				
Book Club Day 2	One skill a week, taught to the whole class, across the whole year.	- Autumn 1 to Spring 1: one skill a week. - Spring 2 to Summer 2: pupils work in pairs on two skills each week.	- Autumn term: one skill a week until each skill has been reviewed twice, then two skills each week. - Spring 1 to Summer 1: pupils work in pairs on two skills each week. - Summer 2: all skills are used in a Book Club discussion.	- Autumn 1: one skill a week until each skill has been reviewed once. - Autumn 2 onwards: all skills are used in a Book Club discussion.	- Autumn 1: one skill a week until each skill has been reviewed once. - Autumn 2 onwards: all skills are used in a Book Club discussion.
Modelled comprehension Days 3 and 4	Question types Week A: retrieve, inference, explanation (vocabulary). Week B: retrieve, predict, author's choice. Questions per lesson 3 questions.	Question types Week A: retrieve, inference, explanation (vocabulary). Week B: retrieve, predict, author's choice. Questions per lesson 3 questions, increasing to 4 as a maximum.	Question types One of each question type is explored on Days 3 and 4. Questions per lesson 4 questions, increasing to 5 as a maximum.	Question types One of each question type is explored on Days 3 and 4. The additional question is used to develop a weakness. Questions per lesson 5 questions, increasing to 6 as a maximum.	Question types One of each question type is explored on Days 3 and 4. The additional question is used to develop a weakness. Questions per lesson 6 questions in the first half-term. From the second term the layout reflects what pupils will see in SATs, which avoids the need for extensive SATs practice.
Challenge	The teaching of comprehension is similar from Year 2 to Year 6; the complexity of the text increases the level of challenge. Challenge is provided for all pupils through the books leaders choose (classics, modern books, fiction, non-fiction, poetry and play scripts) and is not provided through separate 'challenge activities'.				

Book Club skill sequence Day 2: prediction, explanation, question and summarise

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2 One skill a week	Weeks 1–2 Prediction Weeks 3–4 Explanation Weeks 5–6 Question	Weeks 1–2 Summarise Weeks 3–4 Prediction Weeks 5–6 Explanation	Weeks 1–2 Question Weeks 3–4 Summarise Weeks 5–6 Prediction	Weeks 1–2 Explanation Weeks 3–4 Question Weeks 5–6 Summarise	Weeks 1–2 Prediction Weeks 3–4 Explanation Weeks 5–6 Question	Weeks 1–2 Summarise Weeks 3–4 Prediction Weeks 5–6 Explanation
Year 3 One skill a week, then pairs	Weeks 1–2 Prediction Weeks 3–4 Explanation Weeks 5–6 Question	Weeks 1–2 Summarise Weeks 3–4 Prediction Weeks 5–6 Explanation	Weeks 1–2 Question Weeks 3–4 Summarise Weeks 5–6 Prediction	In pairs, two skills a week, alternating across the half-term: Week 1 Prediction & Explanation Week 2 Question & Summarise	In pairs, two skills a week, alternating across the half-term: Week 1 Prediction & Question Week 2 Explanation & Summarise	In pairs, two skills a week, alternating across the half-term: Week 1 Question & Explanation Week 2 Summarise & Prediction
Year 4 Review, pairs, then all skills	Week 1 Prediction Week 2 Explanation Week 3 Question Week 4 Summarise Week 5 Prediction Week 6 Explanation	Week 1 Question Week 2 Summarise Week 3 Prediction & Summarise Week 4 Question & Explanation Week 5 Prediction & Question Week 6 Summarise & Explanation	In pairs, two skills a week, alternating across the half-term: Week 1 Prediction & Explanation Week 2 Question & Summarise	In pairs, two skills a week, alternating across the half-term: Week 1 Prediction & Question Week 2 Explanation & Summarise	In pairs, two skills a week, alternating across the half-term: Week 1 Question & Explanation Week 2 Summarise & Prediction	All skills are used in a Book Club discussion.
Years 5 and 6 Review, then all skills	Week 1 Prediction Week 2 Explanation Week 3 Question Week 4 Summarise Week 5 Prediction Week 6 Explanation	All skills are used in a Book Club discussion.				

Master Readers texts by half-term Birch Hill book selection

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	<i>Decodable books</i>	Dirty Bertie: Fleas! Alan MacDonald, illustrated by David Roberts	Esio Trot Roald Dahl	Animal Atlas Anna Claybourne	<i>SATs practice</i>	The Magic Finger Roald Dahl
Year 3	The Giraffe and the Pelly and Me Roald Dahl	Life in the Stone Age, Bronze Age and Iron Age Anita Ganeri	Escape from Pompeii Christina Balit	The Owl Who Was Afraid of the Dark Jill Tomlinson	Harriet's Hare Dick King-Smith	Egyptian Treasures Catherine Chambers
Year 4	Ice Palace Robert Swindells	The Firework-Maker's Daughter Philip Pullman	Men, Women and Children in Anglo- Saxon Times	Extreme Habitats and Biomes	Thief! Malorie Blackman	Viking Invader!
Year 5	Kensuke's Kingdom Michael Morpurgo	The Girl of Ink and Stars Kiran Millwood Hargrave	Street Child Berlie Doherty	Tom's Midnight Garden Philippa Pearce	Zlata's Diary Zlata Filipović	The Flaming Olympics Michael Coleman
Year 6	Stormbreaker Anthony Horowitz	Journey to the River Sea Eva Ibbotson	The Highwayman Alfred Noyes	Holes Louis Sachar		The Mysteries of Harris Burdick Chris Van Allsburg

Source: Progression in Master Readers®, Mastery Education Ltd (www.masteryeducation.uk), summarised for use at Birch Hill Primary School and Nursery. Master Readers® is a registered trade mark of Mastery Education Ltd.