

HCAT approach to Reading



The HCAT approach to the teaching of reading is centred around a rich, varied, and responsive curriculum that aims to develop confident, fluent, and motivated readers. Central to this approach is the use of the newly designed "reading on a page" resource, which provides carefully selected texts that align with the HCAT reading curriculum. These suggested texts offer a balance of fiction, non-fiction, and poetry, ensuring that pupils are exposed to a broad literary diet. The objectives found within the reading on a page have been drawn directly from the HCAT reading curriculum, ensuring consistency and clarity in the progression of reading skills across year groups.

A key element of this approach is the use of a range of high-quality extracts. This allows teachers to expose pupils to a wide variety of authors, styles, and genres, reflecting the expectations of the HCAT reading spine. By engaging with different types of writing, pupils develop a deeper appreciation for literature and are better equipped to transfer their reading skills across contexts. These extracts are deliberately chosen to build both reading stamina and comprehension skills, while also fostering a love of reading.

The structure of reading lessons under this model is intentionally flexible. While there is a clear curriculum focus, lessons do not have to follow a rigid sequence. This allows teachers to tailor the content to the needs of their individual classes, adapting the focus based on formative assessment and pupil engagement. As a result, different reading domains can be explored at varying times, including retrieval, decoding, fluency, inference, vocabulary development, and understanding author intent. This responsive approach ensures that all pupils have the opportunity to develop the key components of reading while also allowing teachers to be creative and adaptive in their practice.

