



Reading Subject Story

Reading

Intent - What are we trying to achieve?

At Saint Michael's, we aim for our pupils to develop a love for reading. We recognise that reading allows pupils to develop culturally, emotionally, intellectually, socially and spiritually. Reading is a gateway to learning and enables pupils to understand the world around them. Reading enables pupils to both acquire new knowledge and build on what they already know. If we do not teach our pupils to read confidently, we are effectively disenfranchising them from society. Our aim is for our pupils to be able to read fluently and comprehend what they are reading, building a rich vocabulary and a cultural capital that will transfer into their learning and their lives.



Implementation - How is the curriculum being delivered?

Our curriculum is designed to meet the National Curriculum Programme of Study. Reading following strands:

Word Reading:

- Phonics and Decoding
- Common Exception Words
- Fluency Prediction,

Comprehension:

- Understanding and correcting inaccuracies
- Comparing, contrasting and commenting
- Words in context and authorial choice
- Inference and prediction
- Poetry and Performance
- Non-fiction

The Reading Progression Map sets out the knowledge, skills and understanding taught in each strand across the school and the vocabulary and cultural capital that will be taught by the end of each year.

Reading Sessions in Reception & Year 1

In Reception and Year 1, reading practice sessions take place twice a week. Each reading practice session has a clear focus, so that the demands of the session do not overload the children's working memory. The reading practice sessions have been designed to focus on three key reading skills: decoding, prosody (reading with meaning, stress and intonation), and comprehension (understanding the text).

Reading Lessons Years 2-6

The Reading Curriculum Map sets out the texts that will be taught across the school. Each half-term focuses on a different text, chosen from the 'Take One Book' resource developed by the Just Imagine Story Centre, led by Nikki Gamble. Our curriculum comprises of a broad selection of Fiction, Graphic Novels, Picture Books and Non-Fiction, which give children the opportunity to experience high quality texts, themes and rich vocabulary. Through the reciprocal reading and dialogic teaching approach advocated by Dr Wayne Tennent and Take One Book, pupils use high-quality texts to discuss and complete learning tasks that demonstrate their knowledge and skills in word reading, vocabulary development and comprehension.

A 'How to' guide is written by the subject leader and shared with all teachers. Our pupils will also be given opportunities to read in other curriculum subjects e.g. RE, history, geography, design & technology etc. Each class has a library which is well stocked with an array of fantastic books that promote a love of reading and reading for pleasure.

The books have been carefully chosen to support our curriculum and offer a wide range of cultural influences through a range of genres. Teachers use the Take One book resources to plan sequences of learning based on

- I LOVE reading all kinds of texts
- I read for a purpose
- I can comprehend what I read



a text. The framework for each learning sequence follows the same structure. Pupils will be given feedback for each session so that they can make sustained progress over their school life.

Every fortnight, pupils from Year 1 to Year 6 are given a comprehension task as part of their Home Learning cycle. This allows them to reinforce comprehension skills and apply them independently. At the end of each term, pupils will sit a PIRA assessment test, which allows teachers to assess the pupils' independent comprehension abilities. These assessments will help teachers form an overall 'point in time' assessment at the end of each term to inform future planning. PM Benchmarking is also used to assess the reading age of pupils when needed.

Impact - What difference is the curriculum making?

Pupils value reading and love reading all types of genres. This has a positive impact on reading books and accessing the whole curriculum. They are able to discuss reading maturely and develop a wide range of vocabulary to help them express themselves.

They are able to retrieve information, compare texts, infer for meaning and reflect on their own experiences, thereby broadening their knowledge and understanding of the world around them. Pupils are able to recite and perform some important poetry and plays and have an excellent understanding of important poetry, non-fiction and fiction texts that develop their cultural capital.

Reading will promote British Values by contributing to the culture of the nation. Reading will help pupils develop a Growth Mindset by encouraging the children to take risks, become resourceful, innovative and imaginative. Pupils and teachers understand that reciprocal reading is an important part of the whole school curriculum and should be embedded throughout all subjects.

If you visited a Reading lesson at St Michael's you would see:

- Reading for pleasure
- Children immersed in challenging and high-quality texts
- A reciprocal reading approach
- A class text being read to the class during the week
- Children being heard, listened to and valued through quality discussion
- Teaching Assistants participating in discussions and scaffolding support
- The children's workbooks treated with pride and treasured by the children.
- Work that shows a love for reading and deep responses to the texts.

Pupil Voice

Reception: 'I love our teachers reading to us each day'

Year 1 'Reading helps us know what we have to do in our daily tasks.'

Year 2 'I enjoy learning about the modern-day story of Sleeping Beauty. I can't wait to find out what happens next!'

Year 3 'I love reading because we sometimes get to use drama techniques to help us understand a story better.'

Year 4 'I love that I get to learn the meaning of new words'

Year 5 'I love that we get to predict what will happen next!'

Year 6: 'It's important to learn about different books and important because we might read books we've never read before. I have loved reading books I would never have chosen myself!'

Our Diverse Curriculum

As a school, we are passionate that our children receive a broad, balanced, inclusive and diverse curriculum.

Within this subject, we will ensure:

- Where appropriate, reading will expose the children to a range of diverse, cultures and unique experiences
- Children have easy access to a high-quality class library filled with books from a range of authors from varying cultures.



- Children have easy access to a range of non-fiction books, which help them to understand the world around them, important historical events and significant people from a range of cultures.

Our Ambitious Curriculum

Our curriculum is designed to give all our children the knowledge and cultural capital they need to succeed in life. Reading is the most powerful tool to see the world through someone else's eyes!

Pupils with Special Needs: In reading, children will have 1:1 support to access the text. Children will work closely with TA's to articulate their ideas within discussion. Reading Champions read with members of the SLT each week to ensure they read regularly and build fluency. Other strategies to support pupils access the curriculum include:

- All children heard read multiple times over the week by CT or TA
- Supported in class by staff and children via mixed ability groups.
- Pre-teach new vocabulary.
- Reading Champions – supported in text choice and heard read each week.
- Reading Recovery support.
- Encouraged to talk about what they are reading.
- Reading scheme to ensure they are reading books at an appropriate level.
- Talisman and Barrington Stoke to support Dyslexic readers.

Disadvantaged Pupils: All children at St Michael's have access to the excellent resources and facilities we provide. They all benefit from excellent teaching and learning. All educational visits and workshops at school are fully funded for disadvantaged pupils so every child has access to the same high-quality learning experiences. As above, Reading Champions have the opportunity to take part in additional reading with a member of SLT to support their reading journey.

More Able Pupils: We identify pupils that show exceptional attributes in our curriculum. In reading, we have 'Reading Gladiators' in year 5 and 6 who have the opportunity to be read and discuss inspiring texts that challenge their own ideas, views and opinions. The older children will have opportunities to read with their 'reading buddies' in the younger year groups to inspire a love of reading.

An example of progression in our curriculum

Inference and Prediction						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"	To begin to make simple inferences.	To make inferences on the basis of what is being said and done.	To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.	To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.	To draw inferences from characters' feelings, thoughts and motives.	To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).
	To predict what might happen on the basis of what has been read so far.	To predict what might happen on the basis of what has been read so far in a text.	To justify predictions using evidence from the text.	To justify predictions from details stated and implied.	To make predictions based on details stated and implied, justifying them in detail with evidence from the text.	To discuss how characters change and develop through texts by drawing inferences based on indirect clues



Outstanding Examples of Learning

Celebrating
Reading on
World Book Day



S. F. Said, meeting with our pupils



Sharing our
reflections and
discussions on
our text



Our English team meeting an
author – always learning about
children's literature.



A visit from Jack Meggitt Phillips -
our Patron of Reading.