



English Reading Policy

Implementation Date 2024

Review Date 2025

Reading Policy

Curriculum Rationale

We have the following goals in all curriculum areas:

Success – We celebrate individuality, and the success that each child has, and we recognise that this will take a variety of forms.

Motivation – We aim for all of our children to be motivated young people who have a desire to do their best and try their hardest.

Confidence – We provide a nurturing environment where all our pupils develop confidence in themselves to be successful members of their community.

Aspiration - We are aspirational for our children, providing a curriculum that ensures each learner has the opportunity to reach their true potential.

These aims are achieved by adhering to the following learning motto:

IGNITE – EXCITE – ENGAGE

We aim to:

Ignite a passion for learning and the curiosity to explore the world.

Excite pupils with a curriculum that is fun, and which contains a wealth of rich experiences

Engage all learners and members of the community.

Purpose of study:

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

Intent:

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language

- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Implementation

At St Michael’s Community Academy we use a variety of teaching and learning styles to teach reading in order to meet the needs of all our pupils. Our aim is to develop children’s enjoyment, knowledge, skills and understanding. Reading at St Michael’s Community Academy is taught and celebrated in a range of strategies. These are centred around our use of the *Pathways to Read* programme.

Pathways to Read:



Pathways to Read

‘**Pathways to Read**’ is a programme designed to equip pupils from Year 2 (from Spring 1) onwards with key skills to move them through the reading process towards becoming competent and fluent readers. The units are used thematically alongside *Pathways to Write*. The texts that have been chosen have opportunities for topics to link across all year groups.

Each *Pathways to Read* unit consists of **six introductory whole class reading sessions** which are taught at the beginning of each week within a half term, following the **four-part structure**:

- **Predict**
- **Clarify vocabulary**
- **Read and retrieve**
- **Read and explain**

The core elements of each session are prediction, developing pupils' vocabulary and retrieval. The 'Read and explain' part of the lesson is the *mastery* focus for the majority of sessions.

The structure of lessons taught is shown below:

Lesson 1	Whole class teaching. Introduction to the mastery focus Developing children’s vocabulary
Lesson 2	Whole class teaching Retrieval/ inference questions relating to the text being covered. Opportunities for individual or group read

Lesson 3	Independent comprehension tasks relating to the text taught in the previous two lessons.
Lesson 4	Comprehension task planned from NTS assessments. Gaps in children's knowledge identified and reading lesson is based upon this.
Lesson 5	Fluency session AI assessment used to identify gaps in children's fluency skills. Teachers work with specific groups to teach fluency skills.

Encouragement of Reading as an enjoyable and worthwhile activity:

At St Michael's we have a reading initiative called 'RockStar Reader'. The children are expected to read at least five times a week, to an adult, in order to enter the RockStar Reader raffle. If their raffle is selected, the pupil will be able to use our book vending machine, they receive 10 house points and receive a sticker and a reading certificate.

DEAR time (Drop, Everything And Read) is timetabled daily. During the sessions, pupils are given the opportunity to read independently or listen to the teacher read. The texts selected are taken from suggested reads from the Pathways scheme or they are selected from the '5 plagues of reading' (See below).

KS1: Additional texts						
	Archaic Language	Non Linear Time Sequences	Complexity of Narrator	Complexity of Plot	Resistant Texts	Diversity
Year 1	<i>The Ugly Duckling</i> – Hans Christian Anderson <i>Where the Wild Things Are</i> – Maurice Sendak <i>Goodnight Moon</i> – Margaret Wise Brown <i>The More it Snows</i> – A A Milne (poem)	<i>Voices in the Park</i> – Anthony Browne <i>When the Rain Comes</i> – Tom Pow <i>Granpa</i> – John Burningham	<i>Hey Little Ant</i> – Hannah Hoose <i>The Teddy Bear</i> – David McPhail <i>The Day the Crayons Quit</i> – Drew Daywalt <i>Fantastic Mr Fox</i> – Roald Dahl	<i>Wanted: The Perfect Pet</i> – Fiona Robertson <i>The Heart and the Bottle</i> – Oliver Jeffers	<i>Lost and Found</i> – Oliver Jeffers <i>Wolves</i> – Emily Gravett <i>Not Now Bernard</i> – David McKee	<i>Sulwe</i> by Lupita Nyong'o & Vashti Harrison <i>Hair Love</i> by Matthew Cherry & Vashti Harrison <i>Happy in our skin</i> – Fran Manushkin
Year 2	<i>The Magic Faraway Tree</i> – Enid Blyton <i>The Tale of Peter Rabbit</i> – Beatrix Potter Aesop's fables – Aesop <i>The Owl and the Pussycat</i> – Edward Lear <i>The Frog Prince</i> – Brothers Grimm <i>The Night before Christmas</i> – Clement Clarke Moore	<i>The Trouble With Trolls</i> – Jan Brett <i>Black and White</i> – David Macauley <i>One Candle</i> – Eve Bunting <i>The Stinky Cheese Man</i> – John Scieska <i>Three Brave Women</i> – C.L.G Martin <i>The Summer my Father Was Ten</i> – Pat Brisson	<i>Chester</i> – Melanie Watt <i>And the Dish Ran Away with the Spoon</i> – Janet Stevens <i>The Wolf Story</i> – What Really Happened to Little Red Riding Hood – Toby Forward <i>The True Story of the Three Little Pigs</i> – John Scieska	<i>Grandad's Island</i> – Benji Davies <i>Dinosaurs and All That Rubbish</i> – Michael Foreman <i>The Red Tree</i> – Shaun Tan <i>The Chickens Build a Wall</i> – Jean-Francois Dumont <i>Red Kite, Blue Kite</i> – Ji-Li Jiang <i>The Building Boy</i> – Ross Montgomery	<i>The Book With No Pictures</i> – B.J. Novak <i>Tadpole's Promise</i> – Jeanne Willis <i>The Colour Monster</i> – Anna Llenas <i>Ning Nang Nong</i> – Spike Milligan <i>Mirror</i> – Jeannie baker <i>Window</i> – Jeannie Baker	<i>We All Went On Safari</i> - Laurie Krebs <i>Mommy's Khimar</i> - Jamilah Thompkins-Bigelow <i>So Much</i> - Trish Cooke <i>Coming to England</i> – Floella Benjamin <i>Antiracist baby</i> – Ibram X. Kendi

KS2: Additional texts

	Archaic Language	Non Linear Time Sequences	Complexity of Narrator	Complexity of Plot	Resistant Texts	Diversity
Year 3	The Queen's Nose – Dick King-Smith Charlotte's Web – E.B. White The Children of Green Knowe – Lucy M. Boston Pippi Longstocking – Astrid Lindgren	The Midnight Fox – Betsy Byers The Legend of Captain Crow's Teeth – Eoin Colfer The Firework Maker's Daughter – Phillip Pullman	The Legend of Podkin One-Ear – Keiran Larwood The Creakers – Tom Fletcher	Revolting Rhymes – Roald Dahl The Tunnel – Anthony Browne Stig of the Dump – Clive King	The Mysteries of Harris Burdick – Cris Van Allsburg Topsy Turvy World (poem) – William Brightly Rands The Great Panjandrum Himself – Samuel Foote Bananas in my Ear – Michael Rosen	Planet Omar – Zainab Mian Sam Wu Is NOT Afraid of Ghosts! – Katie & Kevin Tsang Ellie & the Cat – Malorie Blackman Mayhem Mission – Burhana Islam
Year 4	Five Children and It – Edith Nesbitt Just William – Richmal Compton The Lion, The Witch and the Wardrobe – C.S. Lewis Alice's Adventures in Wonderland – Lewis Carroll The Little Match Girl – Hans Christian Anderson	Clockwork – Phillip Pullman Harry Potter and the Philosopher's Stone – JK Rowling Farm Boy – Michael Morpurgo	I am rat – Phillip Pullman The miraculous journey of Edward Tulane – Kate DiCamillo Varjack Paw – S.F.Said	Artemis Fowl – Eoin Colfer Demon Dentist - David Walliams The Iron Woman – Ted Hughes The Train to impossible places – P.G. Bell	Cloud Busting – Malorie Blackman The Walrus and the Carpenter – Lewis Carroll Where Zebras Go – Sue-Hardy Dawson	Little Badman – Henry White & Humza Arshad Gregory Cool – Caroline Binch Anisha: Accidental detective – Serena Patel
Year 5	Tom's Midnight Garden – Phillipa Pearce The Secret Garden – Frances Hodgson Burnett The Jungle Book – Rudyard Kipling	A Christmas Carol – Charles Dickens The Eagle in the Snow – Michael Morpurgo The Time Travelling Hamster – Ross Welford The London Eye Mystery - Siobhan Dowd	A series of Unfortunate Events – Lemony Snickett Cogheart – Peter Bunzl Kensuke's Kingdom - Michael Morpurgo Boy in the Tower - Polly Ho-Yen	Northern Lights – Phillip Pullman Swallows and Amazons – Arthur Ransome Harry Potter and the Goblet of Fire – JK Rowling Welcome to Nowhere - Elizabeth Laird Rooftoppers- Katherine Rundell	The Arrival – Shaun Tan The Pobble Who had no Toes (poem) – Edward Lear Sky in the Pie (poem) – Roger McGough	Journey to Jo'burg – Beverley Naidoo Blackberry Blue and Other Fairy Tales - Jamila Gavin A Victorian Story – E.L. Norry The Infinite – Patience Agbabi The Breadwinner – Deborah Ellis
Year 6	The Hobbit – J.R.R. Tolkien White Fang – Jack London Journey to the Centre of the Earth – Jules Verne Oliver Twist – Charles Dickens Macbeth – Abridged	Holes – Louis Sachar The Infinite Lives of Maisie May – Christopher Edge The Boy in The Striped Pyjamas – John Boyne	Warhorse – Michael Morpurgo Once – Morris Gleitzman Watership Down – Richard Adams A boy called Hope - Lara Williamson	The Lady of Shalott – Alfred, Lord Tennyson In Flanders Fields (poem) – John McCrae Floodland - Marcus Sedgewick The House with Chicken Legs - Sophie Anderson Harry Potter and the Deathly Hallows – J.K. Rowling	A Monster Calls – Patrick Ness The Tyger (poem) – William Blake Jabberwocky (poem) – Lewis Carroll	The Girl Who Stole an Elephant – Nizrana Farook High Rise Mystery – Sharna Jackson Now or Never: A Dunkirk Story – Bali Rai A Pocket Full of Stars – Aisha Bushby Henry's Freedom Box – Ellen Levine Harriet Tubman – Sandra A. Agard

In Year 5, we have 15 children who are our Reading Leaders. Our Reading Leaders have been trained by the Children's Literacy Charity to become skilled in supporting younger children to read. Sessions are timetabled twice a week.

During the school year, we have a number of reading competitions that take place. We have competitions relating to our house point authors: Julia Donaldson, David Walliams, Roald Dahl and Michael Morpurgo. We also have competitions in which we challenge children to read widely and often.

All children take home a fully decodable book either from our Benchmarking scheme or from our RWI scheme. They also take home a reading for pleasure book which they can share with a family member, if they wish to do so.

Phonics:

Phonics lessons are taught separately to English lessons and have their own distinct format that follows the **Read, Write, Inc.** programme.

From entry to school children in the Early Years Foundation Stage and Key Stage 1 enjoy a daily multi-sensory phonics lesson which secures their knowledge of letters and sounds and develops the crucial skills of segmenting and blending; essential when learning to read and write.

These phonics lessons continue in Key Stage 2 as 'Fresh Start' intervention, where needed. In Key Stage 1, opportunities are provided for:

- Shared writing – within the Read, Write Inc. lesson

- Guided Writing/Independent Writing – within the Read, Write Inc. lesson or other areas of learning

The teaching of Phonics is described in more detail in our **Phonics Policy**.

Curriculum Planning

English is a core subject in the National Curriculum and all of our Pathway's lessons are based directly upon it.

Subject leader responsibilities

Phase leaders take joint responsibility for the implementation of this policy in their respective areas of school by ensuring that:

- Monitoring and evaluation of learning takes place
- Pupil assessment information is analysed and acted upon
- Marking and planning are effective and are done in line with the school policy
- Curriculum coverage is sufficient
- Working walls are up to date
- Staff are supported in their CPD
- Resources are purchased in a timely manner and are organised for ease of use
- Developments in the teaching of English are kept up to date with

Inclusion:

At our school we teach Reading, Writing and Communication in English to all children, whatever their ability. We provide learning opportunities that are matched to the needs of children with learning difficulties and those learning English as an additional language, as well as providing appropriate, challenging planned work for those children who are working within greater depth. For some pupils, the use of technology can be beneficial. Some children will record their work using voice notes or on Showbie, on their iPad.

Pupils who require additional support are identified and given targeted interventions including **Read Write Inc** and **Fresh Start**.

Assessment:

Written work in each aspect of English is assessed in line with the **Assessment, Recording and Reporting Policy**.

Teachers assess children using Rising Stars NTS assessments. The assessments take place half termly. Teachers use this assessment to plan their reading sessions on a Thursday (See reading lesson sequence). Teachers assess fluency through the AI assessment tool. This tool highlights gaps in pupil's fluency and fluency sessions are based upon this. Our Benchmarking assessment

is used to assess pupil's fluency, retelling skills and comprehension skills. Teacher's use the benchmarking scheme to ensure pupils books are matched to their reading ability.

Teachers use the reading tracker to input their assessments to make robust judgements at the end of each half term.

Pupils in Year 6 will complete their SATs at the end of the academic year, providing the school and LA with teacher assessed and test outcomes for reading, writing, spelling and grammar. Results will be reported following the national guidance set by the government.