

# Reading @ SML

*Our vision is for all children to:  
be knowledgeable, confident communicators;  
grow in kindness and empathy;  
be inspired, creative learners.*

**We achieve this with reading by helping children to:**

c-a-t

**Develop a firm grasp of phonics;**

*We use a highly regarded phonics scheme called Read Write Inc. to teach phonics and reading from Reception through to Year 2. Children who enter Year 3 without a secure grasp receive extra support and we use the Fresh Start phonics intervention programme to support children with SEND relating to reading right up to Year 6.*



**develop good comprehension through linguistic knowledge (especially vocabulary and grammar);**

*Our curriculum for reading is based on Read Write Inc. programme and the CUSP reading curriculum. Both curricula have a clear plan for the teaching of vocabulary, punctuation and grammar.*

*Our approach to teaching reading throughout the school, with evidence-led strategies and clear routines and structure, allows children to focus on learning.*



**develop good comprehension through an increasing understanding of the world;**

*Our wider curriculum provides children with a web of knowledge, with much of coming through reading. Our curriculum 'spirals' so that knowledge is revisited and built upon, helping children to make links and understand more.*

*We have invested, and continue to invest, in high quality texts for our school and class libraries that help children develop a greater understanding of the world around them.*



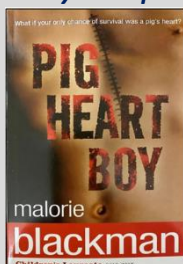
reading and discussing a range of stories, poems and non-fiction;

*The texts that we have selected for our reading curriculum ensures that children are exposed to a wide range of stories, poems and non-fiction regularly.*

*The model below shows how we plan for this:*

	1	2	3	4	5
Week 1	<b>Core text</b> <ul style="list-style-type: none"><li>• Reading fluency</li><li>• Explicit vocabulary instruction</li><li>• Summarising/ comparing/ predicting</li></ul>	<b>Supplementary text</b> <ul style="list-style-type: none"><li>• Reading fluency</li><li>• Explicit vocabulary instruction</li></ul>	<b>Supplementary text</b> <ul style="list-style-type: none"><li>• Timed practice</li><li>• Explicit vocabulary instruction</li></ul>	<b>Multiple text study</b> <ul style="list-style-type: none"><li>• Reading fluency</li><li>• Explicit vocabulary instruction</li></ul>	<b>Core text</b> <ul style="list-style-type: none"><li>• Reading fluency</li><li>• Explicit vocabulary instruction</li><li>• Understanding themes</li><li>• Authorial intent</li><li>• Personal response</li></ul>
		<b>Understanding the detail of the text</b>			
Week 2		<b>Supplementary text</b> <ul style="list-style-type: none"><li>• Reading fluency</li><li>• Explicit vocabulary instruction</li></ul>	<b>Supplementary text</b> <ul style="list-style-type: none"><li>• Timed practice</li><li>• Explicit vocabulary instruction</li></ul>	<b>Multiple text study</b> <ul style="list-style-type: none"><li>• Reading fluency</li><li>• Explicit vocabulary instruction</li></ul>	
		<b>Thinking deeply about the text</b>			

*When the core text is a story, the supplementary texts that link with the story may be poems or non-fiction.*



*For example, when Year 6 read Pig Heart Boy as part of the unit of teaching, they also read and discuss a short biography of Sir Magdi Yacoub, the famous heart surgeon, a poem called The Door Frame as well as extracts from other texts.*



read widely across both fiction and non-fiction, developing their knowledge of themselves and the world in which they live;

#### Key themes

- Revisiting authors
- Heritage texts / traditional tales / classics
- Diversity of representation – author or protagonist
- Strong female role model
- Specific social, ethical, moral issues / PSED
- Curriculum links

*Our 'curriculum literature spine' has been thoughtfully constructed to cover several key themes:*

*Each year group has a suite of core texts that will form the depth study for the academic year.*

*These texts represent a promise from the school to every pupil that it serves of the literature that it is committed to studying throughout a pupil's school journey.*

*These texts have been mapped carefully to ensure a breadth of experiences, authors, texts and themes is addressed across the primary years.*

*In addition to these texts, there are core poems that each year group will study in detail. Other texts that will be studied in part will be outlined within the curriculum. This spine represents the core texts for depth study only. The literature spine has been harmonised with the wider curriculum, where appropriate.*

*This careful choice of texts reflect our school community and help children develop their knowledge of themselves and the world in which they live.*

### ***Reception literature spine for 'structured story time'***





## Year 1 literature spine



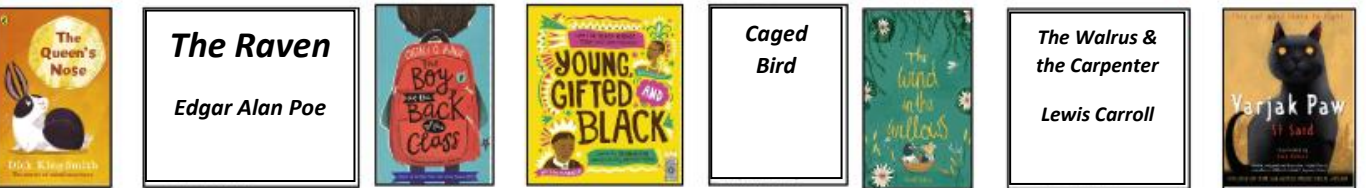
## Year 2 literature spine



## Year 3 literature spine



## Year 4 literature spine



## Year 5 literature spine



## Year 6 literature spine



*As well as investing in books across the curriculum, we continue to update our libraries with books that reflect the world in which the children see themselves.*



**establish a love of reading and read widely and often**

*At St Margaret's, we want children to develop a real love of reading and become lifelong readers. Teachers across the school regularly read to children from class books – allowing them to enjoy the magical power of a great story.*

*In addition, there are regular slots built into the school week when children can lose themselves in a book and make recommendations to classmates.*

*We have book tasting days, book clubs to encourage reluctant readers and teachers have vouchers to buy a new book for the class every month!*

*Classes also have designated time in the school library, where staff are on hand to help pupils choose their next title or suggest a new author.*

*We visit the local library regularly as well as the local bookshop!*

*We have invested in a wide range of quality fiction, poetry and information texts as well as subscribing to top children's magazines, such as National Geographic Kids and The Week Junior.*

*Every March, we celebrate World Book Day in style, and we also invite authors into school to inspire the next generation of writers!*



**read widely and often.**

*We believe passionately that reading should be a habit and needs to happen regularly. In school, we ensure a wide range of reading takes place through our curriculum. At home, we really want children to read for pleasure!*

*We use a reading record book across the school to aid communication with home and we closely monitor children's home reading across the school.*

*For children who are reluctant to read regularly, we often use a range of different strategies to encourage them, including: help with book selection; inviting them*

*into a book group; taking them to the library or book shop and providing extra adult reading support in school.*

*Our class libraries have been carefully graded to ensure children choose books that they are able to read and comprehend.*

*When children are learning phonics, the book they take home will reflect the sounds being learned in class. They can also select a picture book from the class library that they can read with an adult at home.*