

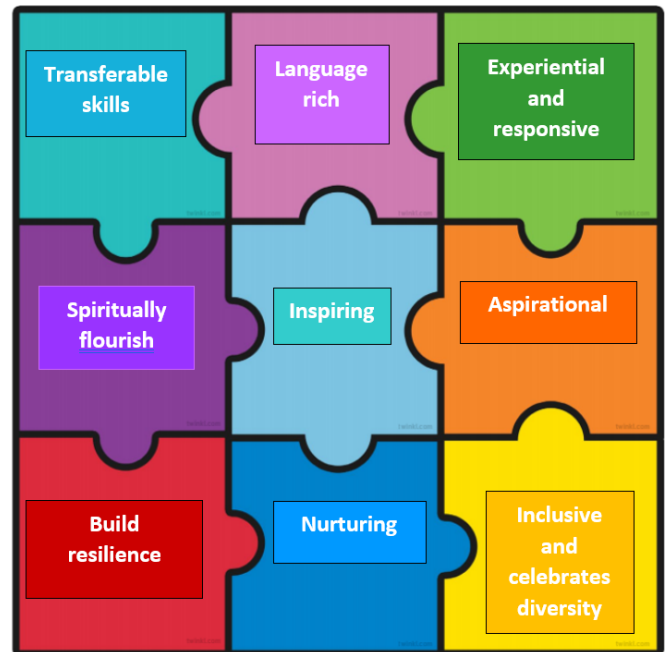
# An Overview of the Reading Curriculum at St Michael's



*The Lord says, 'For I know the plans I have for you .... plans to give you hope and a future.'*  
**Jeremiah 29 verse 11**

We aim to offer an inspiring approach to reading which provides children with the necessary skills to make outstanding progress across the curriculum. Through reading lessons at St Michael's, we wish for all of our children to develop a love of reading along with an ability to read fluently both texts that they are familiar with and unseen texts.

Reading lessons aim to make children aware of the different skills they may need to apply to understand texts and provide engaging opportunities to practice the application of these skills. We aim for children to become confident, proficient readers so that they are able to not only pursue an interest in reading and acquire new language from the books that they read, but also so they gain transferable skills, which aid them in embracing the whole school curriculum.



Reading at St Michael's is taught through four lessons over the week. In reception and year 1, children take part in Read Write Inc phonics lessons, which are delivered in small groups by trained Read Write Inc practitioners, and linked to the level children are working at. Children are assessed half-termly and organised into ability groups accordingly.

From year 2 onwards, children take part in a fortnightly cycle of reading lessons which are planned through the FIRECUP reading skills: fluency, inference, retrieval, evaluation, comparison, understanding and prediction. During the first week, lessons are based on an unseen 'Cracking Comprehension' text. From these lessons, teachers and children are able to identify the reading skills that they find the most challenging. This is then used to feed in to the planning of the second week of lessons which are based on a class text and again, planned around the FIRECUP reading skills.

In addition, children across the school have daily story time. In EYFS and Key Stage One, there is an expectation that every child reads to an adult, on a one to one basis, each week. In Key Stage Two, the expectation is that children read to an adult, on a one to one basis, fortnightly. The bottom 20% of readers in each class should read to an adult three times a week.

Children at St Michael's are provided with a range of engaging opportunities to develop their love of reading. The school library is open to all children and parents on a regular basis. The library is also used as a base for our reading dog who visits school weekly and provides a calm, pressure-free environment in which vulnerable readers can sit and read stories. In this way, they develop both confidence and their love for reading.

Each year, we hold a book fair. Funds raised from this event contribute towards the resourcing of the library and classroom book corners. Reading breakfasts provide an opportunity for parents and children to share their love of reading, whilst allowing school staff to explain the reading curriculum and its implementation to parents to encourage a joint approach. We also host an annual reading week, in which reading and writing lessons across the school are focused on new books. During this week, children are able to dress up as their favourite book character,

are invited to attend book themed lunches with their parents and for older children, given the opportunity to take part in a book quiz, which tests their knowledge of set books they have been asked to read.

Impact in reading is measured through lesson observations, book scrutiny, pupil voice and pupil progress and attainment. Alongside this, we always aim to promote a love of reading across our school. The success of the reading curriculum can be seen when reading skills are transferred across the whole school curriculum. We know the reading curriculum is effective when children are engrossed in a book – a class reader or a book they are reading individually and want to continue reading it at all costs. Pupils who read widely are the product of the school's effective curriculum. Building on the wide range of opportunities for parents to engage with the reading curriculum, impact can also be measured through parent voice and the attendance of parents at events such as the reading breakfasts, book fairs and parent reading lunches.

We measure the impact at the end of each term through analysis of individual progress and attainment in reading assessments, identifying any children that have fallen behind in terms of the progress that they have made. We know we have been successful when children move on to the next key stage having made good or outstanding progress in reading from the previous key stage.