




Highly-engaging




Building schemas



Retrieval practice



Expert modelling and exposition




Adaptive Teaching

Reading LTP




Intent

At MRA, reading is the fundamental skill that underpins the curriculum. Continuing from the Early Reading programme in EYFS and KS1, pupils continue to maintain their reading fluency by reading a wide range age appropriate texts daily. Our Whole Class Reading model identifies seven core skills that equip children with the ability to have a deep and secure comprehension of what they read. Our curriculum is designed to expose children to a wide range of texts, with diverse plot lines, characters and settings. Furthermore, our whole school approach is reading rich so that children are reading in all lessons and every day at home. We aim to foster a love of reading so that children cherish books and love to read at every opportunity. We aim for children to use their deeply embedded comprehension skills to become inquisitive, creative and mature members of society.




Implementation

We use a Whole Class Reading model in Y2 through to Y6. It teaches children to read accurately, fluently and with excellent comprehension skills in prediction, comparison, inference, retrieval, summary, vocabulary and understanding authorial choices. Each lesson begins with children exploring the high level vocabulary they will encounter within the text through pictorial representations, discussions and checks. Children are taught as a whole class with their teacher modelling fluent reading, talking aloud with textural analysis and using carefully planned question to elicit deeper understanding of what has been read. They then discuss comprehension questions based on one of our key comprehension skills before a whole class discussion - guided by the teacher. As partners, children then read aloud to each other and discuss a further comprehension question. Whole Class Reading lessons conclude with children working independently in their books, answering comprehension questions based on what they have just read. Every child reads 1:1 with their teacher every fortnight and the lowest 20% of readers read 1:1 with their teacher every week. Our pupils take home Accelerated Reader levelled books to support their reading progress at home. All pupils are expected to read at home every night.




Impact

At MRA, pupils can read fluently and with secure comprehension. They understand the key skills that make an analytical and deep reader and can confidently apply these skills to a range of texts. Our pupils can articulate their ideas and understanding clearly, using a range of technical and rich vocabulary; furthermore, our pupils are equipped with a range of strategies to understand and unfamiliar or challenging vocabulary they encounter whilst reading. Due to the diversity of texts children explore, they can make confident links, considering their own personal experiences, their community, genre and the wider world. Pupils participate in small group, class and one to one discussions with teachers and can consider multiple interpretations of a text and justify their answers using evidence. Children at MRA have a love of books and speak with enthusiasm about what they have read.




Progression

All children are assessed every 6 weeks to track their progression using an Accelerated Reader STAR test and every term using National Foundation of Educational Research (NFER) tests or past Statutory Assessment Test papers. Our Literature Spine is designed so that texts become progressively more challenging over time, providing a logical sequence where pupils can develop their fluency and comprehension skills. The seven core reading skills, which form the backbone of our curriculum, have been matched to the National Curriculum and the progression of these skills have been mapped to develop depth and progression over time.



Enrichment

Pupils have access to high quality, diverse texts throughout the school day. Books can be found throughout the academy and inspire pupils to foster a love of reading. End of day readers have been carefully selected to cover a broad range of plots, include diverse characters and support their learning across all subjects. Books are used to support children's learning across the wider curriculum and enrich their learning opportunities. Pupils celebrate World Book Day each year, dressing as their favourite character and taking part in many activities. Authors are invited in to speak with pupils about their work. The Accelerated Reader books support their reading at home: they are pitched at a level matched to their fluency and comprehension ability.



# Reading LTP Year Group Map



Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	See Early Reading LTP					
Year 1	See Early Reading LTP					
Year 2	<i>Mouse, Bird, Snake, Wolf</i> by David Almond	<i>Ellie and the Cat</i> by Malorie Blackman	<i>Gregory Cool</i> by Caroline Binch	<i>Fortunately, the milk</i> by Neil Gaiman	<i>Clever Polly and the Stupid Wolf</i> by Catherine Storr	<i>Esio Trot</i> by Roald Dahl
Year 3	<i>Varjak Paw</i> by S.F. Said	<i>Krindlekrax</i> by Philip Ridley	<i>The Iron Man</i> by Ted Hughs	<i>A Story Like The Wind</i> by Gill Lewis	<i>The BFG</i> by Roald Dahl	<i>The Fireworkmaker's Daughter</i> by Philip Pullman
Year 4	<i>Matilda</i> by Roald Dahl	<i>The Field Guide</i> by Holly Black and Tony DiTerlizzi  <i>Arthur Spiderwick's Field Guide to the Fantastical World Around You</i> by Holly Black and Tony DiTerlizzi	<i>Folktales from Africa: The Baboons Who Went This Way &amp; That</i> by Alexander McCall Smith  <i>A Year Full of Stories: 52 Folktales From Around The World</i> by Angela McAllister	<i>Beetle Boy</i> by M.G. Leonard  <i>I Am Not A Label</i> by Cerrie Burnell		<i>The House With Chicken Legs</i> by Sophie Anderson
Year 5	<i>The Witches</i> by Roald Dahl	<i>The Goldfish Boy</i> by Lisa Thompson	<i>The Boy in the Tower</i> by Polly Ho-Yen		<i>The Boy at the Back of the Class</i> by Onjali Q. Raúf	
Year 6	<i>No Ballet Shoes in Syria</i> by Catherine Bruton	<i>The Boy in the Striped Pyjamas</i> by John Boyne	<i>The Wheel of Surya</i> by Jamila Gavin		<i>Blackberry Blue</i> by Jamila Gavin	