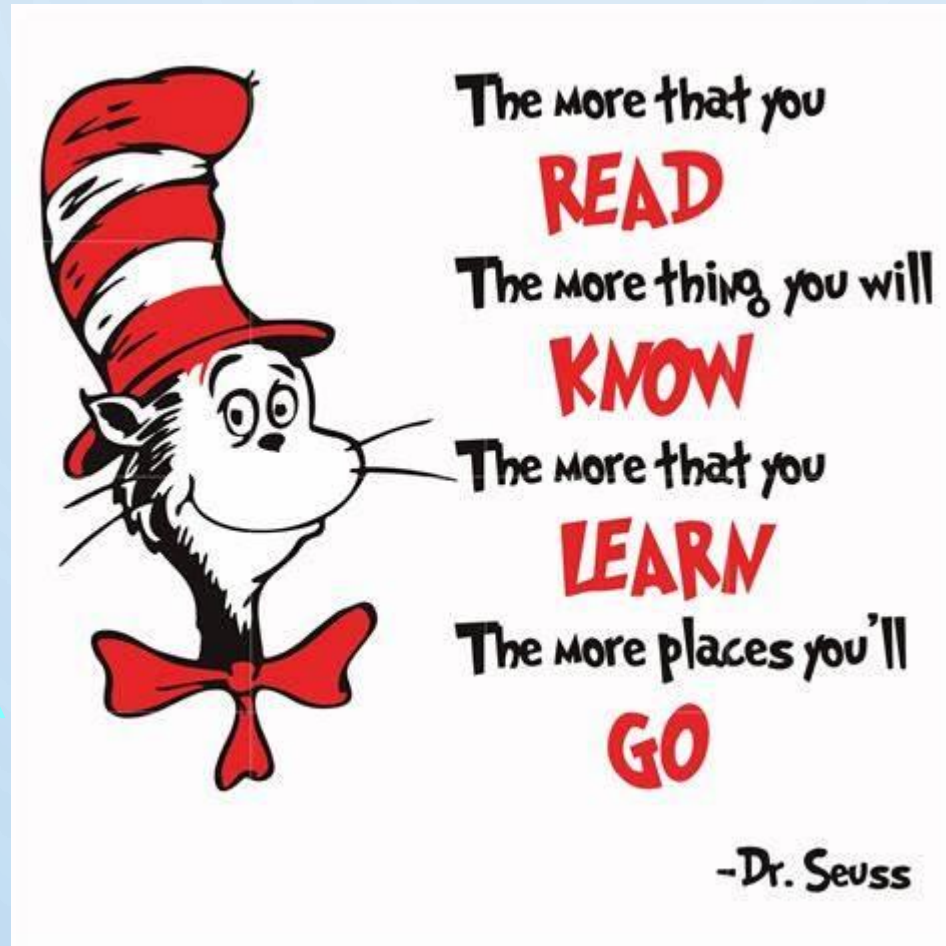


READING AT PILGRIM PATHWAYS SCHOOL



APRIL 2023A

Reading Strategy

Phonics and Little Wandle

Literacy Carousel (reading component)

Reading for Pleasure

Part I

Reading Strategy (part of Literacy at PPS)

- Our aim is to raise engagement and improve reading in all its complexity.
- Improving and promoting literacy is a vital task to ensure the best life chances, academic attainment and overall wellbeing.
- The development of literacy skills is an entitlement for all our children and young people
- Providing opportunities for pupils to develop and consolidate skills in **writing, reading** and **communication** is the responsibility of the whole community.

Reading is vitally important as this research shows:

- The National Literacy Trust found that reading for pleasure is the most important indicator of the future success of a child - National Literacy Trust
- “Reading for pleasure is more important for children’s educational success than their family’s socio-economic status.” Organisation for Economic Co-operation and Development (OECD), Reading for Change, Programme for International Student Assessment (PISA)
- “A deep engagement with storytelling and great literature link directly to emotional development in primary children.” The Rose Review, 2008 Independent Review of the Primary School Curriculum.

- “80% of children who read above the expected level for their age have books of their own; while only 58% who read below their expected level have books of their own.” National Literacy Trust (NLT)
- “...research presents overwhelming evidence that literacy has a significant relationship with a person’s happiness and success.” NLT
- “Leisure reading makes students more articulate, develops higher order reasoning, and promotes critical thinking.” National Endowment for the Arts in To read or not to read, 2007
- “Children in England tend to report reading for pleasure less frequently than their peers in many other countries. There is a strong association between the amount of reading for pleasure children reported and their reading achievement.” Progress in International Reading and Literacy Study (PIRLS); National Foundation for Educational Research, 2006, Twist et al. National Report for England.

Our curriculum aims to:

- expose students to culturally enriching literature in order to help them develop as tolerant and discerning global citizens
- teach learners how to decode
- develop the three strands of reading fluency – accuracy, automaticity and prosody.
- develop comprehension and increase the complexity of texts read.
- read for understanding – promote reading actively and strategically, with intentionality.
- build stamina for reading
- provide all students with times where they have time dedicated to reading a text of their choice

We all need to be aware of...

- how we assess gaps in phonic knowledge and address these.
- how to select fully decodable readers accurately matched to phonics level.
- pupils who are reading below age related expectations and what interventions we can put in place –more practice needs to be provided for these chn and phonics teaching is to be kept up until reading fluency is achieved.
- Providing continued support to all children in Y3 and above to select age appropriate books.
- Our reading culture – as teachers we all endeavour to instil a love of literature – and provide access to the best stories and poems out there.

We all need to...

- know what extra support is required/ accessed by any of our vulnerable and disadvantaged groups?
- feel confident in how to read with a young person to support their development.
- know how to select an appropriately levelled text for a student.
- talk to students about their reading and their reading experience in school
- Support young people to keep up reading logs and evidence of reading objectives in books.

How we promote reading in our school...

Each centre takes part in DEAR once a week where we all enjoy a book of our own choice and read quietly.



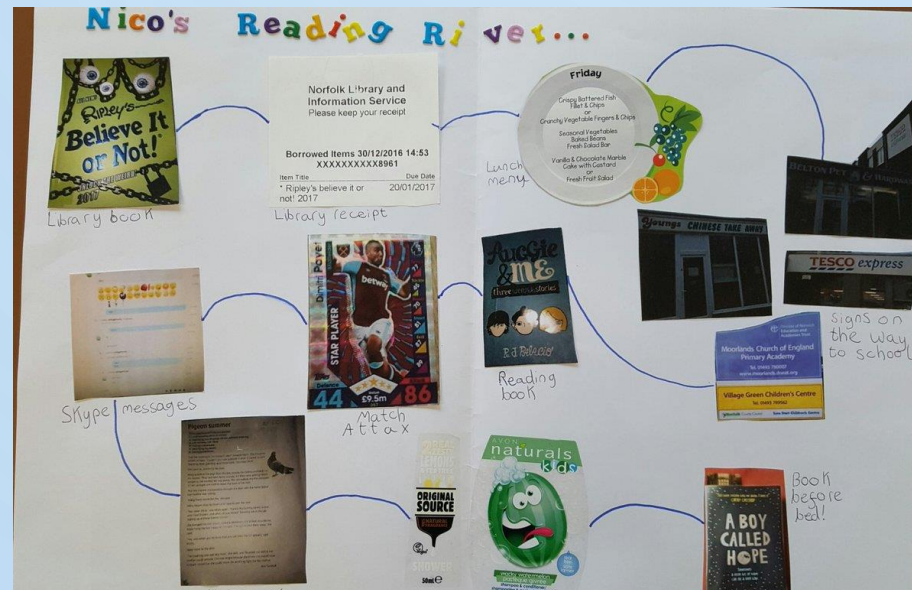
During this time young people can also choose listen to audiobooks at the listening station with equipment provided by the Listening Books charity.

Interactive reading displays which are frequently refreshed

Kiran Millwood Hargrave wrote:



















Reading opens the world: it shows us other lives, and other ways of living. If you read, you can learn anything, go anywhere, be anyone.
























We provide a wide range of good quality texts

Pupils should try to read a wide range of fiction and non-fiction. Reading ladders are available on different genres and are provided in each centre.

CLIMB THE MYTHS & LEGENDS READING LADDER

16-18	 Madeline Miller - Song of Achilles	 Natalie Haynes - A Thousand Ships	 Neil Gaiman - Norse Mythology	Madeline Miller - Song of Achilles Natalie Haynes - A Thousand Ships Neil Gaiman - Norse Mythology Marina Dalvana Headley - Beowulf Stephen Fry - Myths
14-16	 Simon Armitage - Sir Gawain and the Green Knight	 Seamus Heaney - Beowulf	 Robert Graves - The Greek Myths, The Norse Myths	Simon Armitage - Gawain and the Green Knight Seamus Heaney - Beowulf Robert Graves - The Greek Myths, The Norse Myths
12-14	 Alexandra Sheppard - Oh My Gods	 Philip Reeve - Here Lies the Heart	 Marie-Louise Fitzpatrick - On Midnight Beach	Alexandra Sheppard - Oh My Gods Philip Reeve - Here Lies the Heart Marie-Louise Fitzpatrick - On Midnight Beach
10-12	 Rick Riordan - Percy Jackson, Heroes of Olympus, Daughters of the Deep	 Roohani Chokshi - Ash Shah and the Song of Death	 Alan Garner - The Owl Service	Rick Riordan - Percy Jackson, Heroes of Olympus, Daughters of the Deep Roohani Chokshi - Ash Shah and the Song of Death Alan Garner - The Owl Service Alan Gibbons - Shadow of the Minotaur Laura Kingrick - And Then I Turned into a Mermaid
8-10	 Maz Evans - Who Let the Gods Out	 Vivien French - Lottie Luma	 Eliua Trace - Children of the Quicksands	Maz Evans - Who Let the Gods Out Vivien French - Lottie Luma Eliua Trace - Children of the Quicksands Chris Baker - King Arthur Needs You Louise Stowell - Loki: A Bad God's Guide to Being Good Ayushi Thapliyal - Birds and Beasts
6-8	 Chris Wormwell - George and the Dragon	 Simon Cheesie - The Boy with Wings	 Mick Gower - Romulus and Remus	Chris Wormwell - George and the Dragon Simon Cheesie - The Boy with Wings Mick Gower - Romulus and Remus Josephine Feeney - Robin Hood's Day
0-5	 Anne Faudon - Tiddalk the Frog	 Joanna Troughton - Tortoise's Dream	 Anna Goutzouri - The Trojan Horse	Anne Faudon - Tiddalk the Frog Joanna Troughton - Tortoise's Dream Anna Goutzouri - The Trojan Horse Viola Wang - Hello

CLIMB THE BIOGRAPHY READING LADDER

16-18	 Maya Angelou - I Know Why the Caged Bird Sings	 Karen Blixen - Out of Africa	 Ernesto Che Guevara - The Motorcycle Diaries	Maya Angelou - I Know Why the Caged Bird Sings Karen Blixen - Out of Africa Ernesto Che Guevara - The Motorcycle Diaries Andy McNab - Today Everything Changes Mary Seacole - Wonderful Adventures of Mrs Seacole in Many Lands Guy Martin - My Autobiography Emmeline Pankhurst - Extracts from My Own Story
14-16	 Lucy Sutcliffe - Girl Hearts Girl	 Luca Castel - Football Superstar Biographies	 Stormzy - Rise Up: The #Merky Story So Far	Lucy Sutcliffe - Girl Hearts Girl Luca Castel - Football Superstar Biographies Stormzy - Rise Up: The #Merky Story So Far Rebecca Skloot - The Immortal Life of Henrietta Lacks Ta-Nehisi Coates - The Beautiful Struggle
12-14	 Laurie Lee - Cider with Rosie	 Sophie Collins - Kahlo	 Lewis Hamilton - My Story	Laurie Lee - Cider with Rosie Sophie Collins - Kahlo Lewis Hamilton - My Story Malala Yousafzai - I am Malala Zayn Malik - Zayn Robbi Dashi - Going Solo
10-12	 Harry Cornix - Tales from the Pitch	 Anne Frank - Diary of a Young Girl	 Jacqueline Wilson - Jeddy Daydream	Harry Cornix - Tales from the Pitch Anne Frank - Diary of a Young Girl Jacqueline Wilson - Jeddy Daydream Matt and Tom Oldfield - Ultimate Football Heroes Raima Teljemeier - Smile Ben Brooks - Stories for Boys Who Dare to be Different
8-10	 Cece Bell - El Deaf	 Jennifer Berne - On a Beam of Light	 Kate Pankhurst - Fantastically Great Women Who Changed the World	Cece Bell - El Deaf Jennifer Berne - On a Beam of Light Kate Pankhurst - Fantastically Great Women Who Changed the World
6-8	 Ellen Levine - Henry's Freedom Box	 Alix Barzelay - The Story of Ada Lovelace	 Chris van Wyk - Long Walk to Freedom	Ellen Levine - Henry's Freedom Box Alix Barzelay - The Story of Ada Lovelace Chris van Wyk - Long Walk to Freedom Charlotte Guillain - Read and Learn Author Biographies
0-5	 Good Night Stories for Rebel Girls: My First Book of Extraordinary Women	 Vaish Harrison - Follow Your Dreams	 Little One Maria Isabel Sanchez Vegara - Little People, Big Dreams	Good Night Stories for Rebel Girls: My First Book of Extraordinary Women Vaish Harrison - Follow Your Dreams Little One Maria Isabel Sanchez Vegara - Little People, Big Dreams

Reading is more than just books. As well as recommendations from the book lists, magazines and newspapers for children, the internet, text-based games, graphic novels and comics all develop reading skills. We should also look at modern non-fiction texts.

Part II

Phonics and Little Wandle

KS1 (and KS2 where needed)

We carry out assessments on admission to determine a starting point on the Little Wandle programme. We keep records for each YP of starting point and all ongoing assessments and targets.

We use the Collins reading assessment book and allocate each learner an appropriate book.

We provide phonic support for young people who are not yet fluent readers.



KS3

For young people who have ongoing phonics need we can also use the Little Wandle rapid catch-up programme.

ASSESSMENT IN PHONICS – LITTLE WANDLE

On admission (when ready) each learner from Reception to Y2 should be assessed using the Little Wandle placement assessment. This should inform the weekly planning. The assessment will identify gaps and we can then use the main programme or go to the keep up lessons.

Children in Year 2 and above should be assessed using the rapid catch up and fluency assessment. This will determine the pathway through the programme.

Little Wandle Letters and Sounds Revised placement assessment

Part 1
Phase 2 GPCs and words

m	a	p	c	o
s	g	k	u	h
i	t	n	r	f
d	ck	e	b	l
ch	x	ch	ss	i

Teaching after the placement assessment: review and secure
Weekly grid Year _____ Phase _____ Term _____ week _____

Lesson focus	Revisit and review						Practise and apply		
	GPCs	Words	Tricky words	Focus GPCs	Oral blending	Focus words	Example definitions and sentences	Read/write the sentence	Spelling

Reading practice sessions with decodable reading books th

Part III

Reading Carousel

In order to support the development of reading up to and beyond fluency we timetabled sessions as required in each centre. Four times a week literacy activities and interventions are planned and delivered by staff to meet the needs of the young people.

(See separate Powerpoint for details of these sessions)

Part IV Reading for Pleasure

At PPS all staff:

- aim to increase reading engagement, confidence and motivation to read
- promote the joy of reading



Each centre has appealing reading area



We are starting to post special book and related special days, activities, events and updates on our website and social media platforms.

