



Reading at St. Margaret's – Rationale

Reading is fundamental to pupils' development as independent learners. It is central to our ability to understand, interpret and communicate with each other and the world around us. Success in reading has a direct effect on children's progress in all areas of the curriculum and is a vital component of our work.

We aim to instil a love of reading into our children to enable them to become enthusiastic, independent and reflective readers across a wide range and types of literature. This includes different books, text types, genres, posters, magazines, signs and newspapers.

Two key documents set out our curriculum design for reading.

- a) Our reading progression map shows the key knowledge and skills that our children should acquire each year, with a clear sequence of learning that builds year on year, across Key Stage 2. This map directly links with our reading assessments, ensuring our pupils progress each year.
- b) A yearly overview of the planned core texts for each year group, including additional texts and poetry, provides a clear picture of the breadth of literature and enriching texts both pupils and staff will be immersed in. We believe that quality texts will ignite and fuel their love of reading and lay firm foundations that will support and enrich their learning journey.

Reading is taught in distinct daily sessions as well as in English lessons, inspiring writing with quality texts. We carefully plan our choices of books and texts to make relevant links across the curriculum. In addition, children can have the opportunity to read for pleasure during the afternoon, reading individually to the class teacher or classroom assistant at least once a week.