



# PYRLAND SCHOOL

**Reading**

**Curriculum Booklet for 2025 - 2026**

**Subject Lead: Mrs L Jones**

## **Reading Curriculum Intent:**

*"When I look back, I am so impressed again with the life-giving power of literature. If I were a young person today, trying to gain a sense of myself in the world, I would do that again by reading."*

**Maya Angelou**

At Pyrland School we believe that for students to flourish and 'live life in all its fullness' they must be proficient and confident readers. We know that reading regularly not only enables students to excel academically, but supports their spiritual, emotional, moral and social development. Countless studies have also made links between regular readers and positive mental wellbeing.

We are a comprehensive school and, as such, some students arrive with us as confident readers and others require more support. Our ambition is for all of our students to be reading at or above their chronological age by the end of Year 9. This will allow students to confidently access their Key Stage 4 curriculum and GCSE exams.

Our strong focus on reading is a vital part of our mission for students to become well-rounded members of society. Reading regularly develops their language and communication skills, encourages a deeper understanding of the world around them, allows them to develop empathy for others, and exposes them to vocabulary that will enable them to express themselves fully.

Ultimately, our ambition is for all students at Pyrland to leave school as confident and fluent readers so they can secure a futures full of opportunity and personal success.

## Reading Curriculum Implementation:

Our comprehensive and rigorous approach to reading ensures that our students develop the knowledge, vocabulary and reading fluency to access the curriculum and their exams, and that they leave school with sufficient reading skills for future learning and employment. We ensure that our students read widely and constructively, and students' reading supplements our curriculum. The reading age of each student is assessed at designated times across their school journey. This ensures that, whatever their ability, our approach to reading develops students' reading skills, comprehension and accuracy, builds their confidence and develops enjoyment.

All teachers understand the importance of exposing students to a range of texts across the curriculum. Promotion of good reading skills is embedded across lessons at Pyrland through: keywords being made explicit at the start of lessons and new topics; adaptation of texts to ensure access for every student; and clear and consistent reading routines in the classroom to ensure all students are guided through text.

To promote reading for pleasure and to ensure exposure to a diverse range of reading material, students in Years 7-11 read every day in a designated 'Read to Succeed' session. During these sessions, students across a year group experience the same carefully chosen text, read aloud to them by their tutor. This offers numerous benefits for all students, including: improving comprehension, enhancing vocabulary, strengthening relationships and increasing engagement with literature. The Read to Succeed texts are chosen to ensure students are exposed to different perspectives, cultures and time periods, as well as to engage with many of the issues and challenges that young people face in their lives to build in them a resilient and growth mind-set.

Students in KS3 are taken to the library as part of their English curriculum once a half term. This space has been redesigned to signpost students to a breadth of genres. Students are guided through the process of choosing a book to read for pleasure based on their ability and areas of interest. Our librarian and student Reading Ambassadors also coordinate a range of competitions and events to push students in KS3 and 4 to read across a range of genres and texts. Our student Reading Ambassadors are also on hand during social times to offer peer support and recommend reads.

	Yr7	Yr8	Yr 9	Yr10	Yr11
<b>Reading universal provision</b>	30 minutes a day – Read to Succeed	30 minutes a day – Read to Succeed	30 minutes a day – Read to Succeed	30 minutes a day – Read to Succeed	30 minutes a day – Read to Succeed
	Half termly library lesson	Half termly library lesson	Half termly library lesson	Guided reading in lesson time	Guided reading in lesson time
	Guided reading in lesson time	Guided reading in lesson time	Guided reading in lesson time		

## Key Stage 3 – English Curriculum Set Texts

The KS3 English curriculum at Pyrland allows students to read and engage with a wide range of ambitious texts. They have been chosen to suit our school's context and to ensure a wider and more developed SMSC and Literary experience.

Year	Text and Author	SMSC/Literary Link
Year 7	<b><i>Once</i></b> By Morris Gleitzman	Resilience, kindness and compassion, persecution, morality, the power of storytelling, historic interest
	Year 7 also engage in a range of extracts and examples of fantasy literature, myths and legends, nature poetry and non-fiction persuasive texts exploring environmental issues.	
Year 8	<b><i>Where the World Turns Wild</i></b> By Nicola Penfold	Dystopian, climate change, resilience, ethical dilemmas, morality
	<b><i>The Merchant of Venice</i></b> By William Shakespeare	Canonical, prejudice, discrimination, friendship, mercy and forgiveness
	Year 8 also engage in a range of extracts and examples of dystopian literature, non-fiction crime writing from the 19 <sup>th</sup> century onwards, gothic literature and poetry exploring themes of identity.	
Year 9	<b><i>The Woman in Black</i></b> By Susan Hill	Grief and loss, revenge, historical interest
	<b><i>Small Island</i></b> By Andrea Levy	Racism, prejudice, displacement, Belonging, redemption, gender roles, class, historical interest
	<b><i>Pink Mist</i></b> By Owen Sheers	The impact of trauma, loss, masculinity, grief, revenge, conflict, historical interest
	<b><i>Romeo and Juliet</i></b> By William Shakespeare	Canonical, conflict, fate, societal expectations, morality, historical interest

## Key Stage 4 – English Curriculum Set Texts

The KS4 English curriculum is taken from the choice of texts offered in the AQA English Literature and English Language GCSE specification. Parents are encouraged to be aware of the expected reading list at KS4 English and very much invited to read these texts along with their child to promote discussion and a shared reading experience.

Year	Text and Author	SMSC/Literary Link
Year 10 & 11	<b><i>A Christmas Carol</i></b> By Charles Dickens	Canonical, redemption, social injustice, greed, compassion, historical interest
	<b><i>Macbeth</i></b> By William Shakespeare	Canonical, ambition, power, corruption, fate, free will, gender roles, loyalty, historical interest
	<b><i>Power and Conflict Poetry</i></b> By various	Canonical, bereavement, cultural diversity, conflict, resilience, historical interest
	<b><i>An Inspector Calls</i></b> By J B Priestley	Canonical, social responsibility, class, gender inequality, morality, guilt, historical interest

## Read to Succeed Programme

All educational research shows that, for students to most effectively develop in their reading confidence and ability, they should be reading as frequently as possible. With that in mind, we have allocated time within our school day to ensure that reading is a daily occurrence at Pyrland and to help encourage strong habits of reading for pleasure. The carefully chosen texts promote discussion within tutor groups as students explore key social, moral, cultural and spiritual issues.

Year	Text and Author	SMSC/Literary Link
Year 7	<i>Wonder</i> by R.J. Palacio	Resilience, prejudice, friendship, the struggle for identity
	<i>War Horse</i> by Michael Morpurgo	Historical interest, social responsibility
	<i>Chinese Cinderella</i> by Adeline Yeh	Resilience, cultural diversity, the impact of trauma
	<i>We Are All Made of Molecules</i> by Susin Nielsen	Family, resilience, empathy, blended families
	<i>The Boy at the Back of the Class</i> by Onjali Rauf	Resilience, friendship, empathy, identity
	<i>Windrush Child</i> by Benjamin Zephaniah	Historical interest, resilience, social responsibility, identity
Year 8	<i>In the Sea There are Crocodiles</i> by Fabio Geda	Resilience, cultural diversity, social responsibility, compassion
	<i>I Am Malala</i> by Malala Yousafzai	Resilience, cultural diversity, social responsibility, the importance of education
	<i>The Girl of Ink and Stars</i> by Kiran Millwood	Adventure, myths and the power of stories, friendship, courage
	<i>Impossible Creatures</i> by Katherine Rundell	Quest and adventure, wonder, good versus evil
	<i>Boy, Everywhere</i> by A.M Dassu	Bullying, resilience, refugees, struggle for identity
	<i>A Monster Calls</i> by Patrick Ness	Overcoming grief, dealing with strong emotions, compassion
Year 9	<i>Crossing the Line</i> by Tia Fisher *written in verse form	County lines, resilience, family
	<i>Girl. Boy. Sea.</i> By Chris Vick	Suffering, resilience, adventure, the power of stories
	<i>The Boy in Striped Pyjamas</i> by John Boyne	Social responsibility, compassion, historical interest
	<i>Boys Don't Cry</i> by Malorie Blackman	Resilience, empathy, family
	<i>The Hunger Games</i> by Suzanne Collins	Resilience, social responsibility, friendship
	<i>The Giver</i> by Lois Lowry	Memories, social responsibility
Year 10	<i>The Book Thief</i> by Markus Zusak	Historical interest, social responsibility
	<i>The Hate U Give</i> by Angie Thomas	Racial discrimination, social responsibility, morality
	<i>Lord of the Flies</i> by William Golding	Canonical, social responsibility, morality
	<i>Orangeboy</i> by Patrice Lawrence	Social responsibility, racial discrimination, coming-of-age, diversity
	<i>Every Line of You</i> by Naomi Gibson	The impact of technology, relationships and boundaries
Year 11	<i>The Hate U Give</i> by Angie Thomas	Racial discrimination, social responsibility, morality
	<i>An Inspector Calls</i> by J.B. Priestley	Canonical, social responsibility, class, gender inequality, morality, guilt, historical interest
	<i>A Christmas Carol</i> by Charles Dickens	Canonical, redemption, social injustice, greed, compassion, historical interest

## Testing for Reading Ages and Intervention

Pyrland school delivers a comprehensive and regular process for measuring progress in reading ages for all students in all Year groups. This follows an annual timeline with additional testing and screening in place as necessary.

The process of testing Reading ages is as follows:

- All Students complete an online reading test twice a year to determine their reading age and monitor their progression- New Year 7 sit this in June of Year 6
- Following initial testing, students are placed into 1 of 4 Reading Tiers, set by results against **age related expectations** (ARE). This is then reviewed upon retesting.
- Test results in Year 7 are screened by the Leadership and SENCO using KS2 data to ensure the weakest readers are identified and fully supported.
- Each Tier is given targeted intervention, support or challenge to promote meaningful progress in reading age regardless of their ability.

### Testing schedule

Year Group	Testing schedule
Year 7	<ul style="list-style-type: none"><li>• NGRT Test 1 – July of Year 6</li><li>• NGRT Test 2 – February</li></ul>
Year 8	<ul style="list-style-type: none"><li>• NGRT Test 1 - September</li><li>• NGRT Test 2 - March</li></ul>
Year 9	<ul style="list-style-type: none"><li>• NGRT Test 1 - September</li><li>• NGRT Test 2 - March</li></ul>
Year 10	<ul style="list-style-type: none"><li>• Lucid Exact Test 1 - September (or July of Year 9)</li><li>• Lucid Exact Test 2 – March</li></ul>

### Pyrland Reading Tiers

Reading Tier Profile	Intervention/Support/Challenge
<b>All Students</b>	<ul style="list-style-type: none"><li>• Monitored and supported through Read to Succeed.</li><li>• Year 7&amp;8 Reading Plus homework (provides bespoke texts based on ability).</li></ul>
<b>Tier 1</b> Students testing significantly above their ARE	<ul style="list-style-type: none"><li>• Directed towards higher challenge books during half termly library visits in KS3.</li><li>• Invitation to complete the Aspire Reading List.</li><li>• Invitation to join challenging read Book Club</li></ul>
<b>Tier 2</b> Students testing on or above their ARE	<ul style="list-style-type: none"><li>• Directed towards more ambitious books during termly library visits in KS3.</li></ul>
<b>Tier 3</b> Students testing below their ARE	<ul style="list-style-type: none"><li>• Supported to choose appropriate books during half termly library visits in KS3.</li><li>• Reading Plus intervention</li></ul>
<b>Tier 4</b> Students testing significantly below their ARE	<ul style="list-style-type: none"><li>• Reading Plus intervention</li><li>• Rapid Reader Scheme small group support</li><li>• 1:1 Reading fluency intervention</li><li>• 1:1 Phonics intervention</li></ul>