Pyrland School

Reading

Curriculum Booklet for 2026 - 2027

Subject Lead: Mrs L Jones

Midsomer Norton Schools Partnership

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 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
Reading universal provision	30 minutes a day – Read to Succeed Half termly library lesson Guided reading in lesson time	30 minutes a day – Read to Succeed Half termly library lesson Guided reading in lesson time	30 minutes a day – Read to Succeed Half termly library lesson Guided reading in lesson time	30 minutes a day – Read to Succeed Guided reading in lesson time	30 minutes a day – Read to Succeed until Christmas 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	***October, October*** *By Katya Balen*	*Resilience, kindness and compassion, Nature, personal adaptation, family life*
	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	***Great Expectations*** *By Charles Dickens (adapted by Dan Skirrow)*	*Resilience, ethical dilemmas, morality, historical interest, empathy and compassion*
	Coram Boy *By Jamila Gavin*	*Exploitation, love, redemption, friendship*
	Year 8 also engage in a range of extracts and examples of dystopian literature, non-fiction crime writing from the 19th century onwards, gothic literature and poetry exploring themes of identity.	
Year 9	***The Woman in Black*** *By Susan Hill*	*Grief and loss, revenge, historical interest*
	Small Island *By Andrea Levy*	*Racism, prejudice, displacement, Belonging, redemption, gender roles, class, historical interest*
	Romeo and Juliet *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	***A Christmas Carol*** *By Charles Dickens*	*Canonical, redemption, social injustice, greed, compassion, historical interest*
	Macbeth *By William Shakespeare*	*Canonical, ambition, power, corruption, fate, free will, gender roles, loyalty, historical interest*
	Power and Conflict Poetry *By various*	*Canonical, bereavement, cultural diversity, conflict, resilience, historical interest*
	An Inspector Calls *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
7	*Wonder* by R.J. Palacio	*Resilience, prejudice, friendship, the struggle for identity*
	Scarper Jack by Christopher Russell	*Historical interest, compassion, resilience*
	War Horse by Michael Morpurgo	*Historical interest, social responsibility*
	Chinese Cinderella by Adeline Yeh	*Resilience, cultural diversity, the impact of trauma*
	Tulip Touch by Anne Fine	*Empathy, peer influence, home environment*
	Once by Morris Gleitzman	*Historical interest, resilience, hope, humanity*
	Where the World Turns Wild by Nicola Penfold	*Climate change, courage, hope*
	In the Sea There are Crocodiles by Fabio Geda	*Resilience, cultural diversity, social responsibility, compassion*
8	*I Am Malala* by Malala Yousafzai	*Resilience, cultural diversity, social responsibility, the importance of education*
	Framed by Frank Cottrell-Boyce	*Creativity, family relationships*
	Holes by Louis Sachar	*Resilience, justice, relationships*
	Back to Blackbrick by Sarah Moore-Fitzgerald	*Memory, loss, grief, caregiving, family*
	No Turning Back by Beverley Naidoo	*Oppression versus freedom*
	Oranges in No-man's Land by Elizbeth Laird	*Compassion, empathy, resilience*
	The Chocolate War by Robert Cormier	*Faith, morality, ethics, relationships*
	We Are All Made of Molecules by Susin Nielsen	*Family, resilience, empathy, blended families*
9	*King of Shadows* by Susan Cooper	*Historical interest, grief, empathy*
	The Boy in Striped Pyjamas by John Boyne	*Social responsibility, compassion, historical interest*
	Lord of the Flies by Willliam Golding	*Canonical, social responsibility, morality*
	The Hunger Games by Suzanne Collins	*Resilience, social responsibility, friendship*
	A Little Piece of Land by Elizabeth Laird	*Resilience, social responsibility, friendship*
	Noughts and Crosses by Malorie Blackman	*Racial equality, social responsibility*
	Dracula (a play adaptation)	*Morality, bravery, overcoming cruelty*
	The Book Thief by Markus Zusak	*Historical interest, social responsibility*
10	*The Giver* by Lois Lowry	*Memories, social responsibility, memory*
	The Hate U Give by Angie Thomas	*Racial discrimination, social responsibility, morality*
	Day of the Triffids by John Wyndham	*Courage, survival against the odds*
	One of Us is Lying by Karen M McManus	*Trust, seeking truth*
	Every Line of You *by Naomi Gibson*	*The impact of technology, relationships and boundaries*
	Frankenstein by Mary Shelley	*Morality, social responsibility, identity*

	The Hate U Give by Angie Thomas	*Racial discrimination, social responsibility, morality*
11	*An Inspector Calls* by J.B. Priestley	*Canonical, social responsibility, class, gender inequality, morality, guilt, historical interest*
	A Christmas Carol 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
- 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	• Access Reading Test 1: July of Year 6 • NGRT Test 2 (Tier 3 and 4 and 4+ only): Term 3 •
Year 8	• NGRT Test 1: Term 1 • NGRT Test 2 (Tier 3 and 4 and 4+ only): Term 3 •
Year 9	• NGRT Test 1: Term 1 • NGRT Test 2 (Tier 3 and 4 and 4+ only):Term 4 •
Year 10	• Access Reading Test (Tier 3 and 4 and 4+ only): Term 1

Pyrland Reading Tiers

Reading Tier Profile	Intervention/Support/Challenge
Tier 1 – Students testing significantly above their *ARE	• Directed towards higher challenge books during half termly library visits in KS3. • Invitation to complete the Aspire Reading List. • Invitation to join challenging read Book Club • Monitored and challenged through Read to Succeed. • Year 7&8 Reading Plus homework (provides bespoke texts based on ability).
Tier 2 – Students testing on or above their ARE	• Directed towards more ambitious books during termly library visits in KS3. • Monitored and challenged through Read to Succeed. • Year 7&8 Reading Plus homework (provides bespoke texts based on ability).
Tier 3 – Students testing below their ARE	• Closely monitored and supported through Read to Succeed. • Supported to choose appropriate books during half termly library visits in KS3. • Year 7&8 Reading Plus homework (provides bespoke texts based on ability). • Reading Plus intervention
Tier 4 – Students testing significantly below their ARE	• Closely monitored and supported through Read to Succeed. • Year 7&8 Reading Plus homework (provides bespoke texts based on ability). • Reading Plus intervention • Rapid Reader Scheme small group support • 1:1 Reading fluency intervention
Tier 4+ – Students testing significantly below their ARE	• Closely monitored and supported through Read to Succeed. • Year 7&8 Reading Plus homework (provides bespoke texts based on ability). • Reading Plus intervention • Rapid Reader Scheme small group support • 1:1 Reading fluency intervention • 1:1 Phonics intervention

***Age Related Expectations**