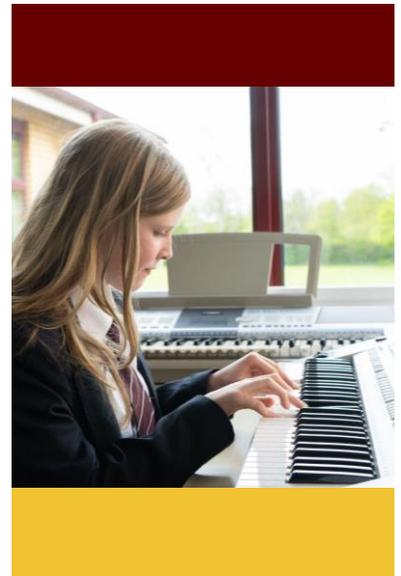


# Reading Curriculum Booklet 2025-26

Subject Lead: Mrs Richards

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St Dunstan's School  
GLASTONBURY

## Subject Curriculum Intent:

*“The more that you read, the more things you will know. The more that you learn, the more places you will go.” Dr Seuss.*

### Our Ambition for Reading

At St Dunstan's School, 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 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 so that they leave with sufficient knowledge and cultural capital to succeed in life. Our approach to reading develops students' reading skills, comprehension and accuracy, builds their confidence and develops enjoyment.

Confidence and enjoyment in regular reading also leads to students reading regularly, which will increase their cultural capital, enhance their vocabulary and develop their imagination. We aim for all our students to become empathetic, critical and thoughtful communicators, both during their time at school and beyond. At St Dunstan's, they engage with a diverse range of reading material, supplementing the curriculum and providing students with the opportunity to explore different perspectives, cultures and time periods as well as engage with many of the issues and challenges that young people face in their lives.

Ultimately, our ambition is to develop confident, capable and empathetic readers who have built a life-long love of reading.

## 1. Reading in the Curriculum

Promotion of good reading skills is embedded across all subjects at St Dunstan's through: keywords being made explicit at the start of new topics and revisited regularly; subject specific spellings being taught as well as general spelling tips being shared across the school and common misconceptions being corrected; and adaptation of texts to ensure access for every student.

All staff recognise that reading is a vital part of every subject and reading is a common feature in the whole school, cross curricular celebrations of events such as World Book Day and World Poetry Day. In Years 7, 8 and 9 reading is timetabled as part of the curriculum allocation. In Year 7, 8 and 9 pupils have one hour of reading per fortnight. Reading is not timetabled at KS4, but KS4 pupils read regularly in their GCSE lessons, and also twice a fortnight as part of their tutor time *Read to Succeed* programme.

### Table: Allocated Curriculum Time for Reading:

Curriculum time	Year 7	Year 8	Year 9	Year 10	Year 11
AR Reading lesson	Once a fortnight	Once a fortnight	Once a fortnight	N/A	N/A
Tutor Reading Programme	Read to Succeed Tutor Programme daily				

### KS3 Library Lessons Programme of Study

We recognise that there are very many ways into reading and therefore, when pupils are 'learning to read independently,' we feel a dedicated reading lesson that allows them to immerse themselves for a one hour lesson will help them to more quickly advance. The Year 7, 8 and 9 cohorts have a reading lesson each fortnight to help foster a love of reading and to see reading as a normalised, enjoyable activity.

### Accelerated Reader Programme

Accelerated Reader (AR) is a formalised programme to foster fluency in, and enjoyment of, reading for pleasure. It is used to ensure that students select books which offer an appropriate level of challenge and support more meaningful reading experiences.

All KS3 pupils read suitable texts set by their reading ages and then sit an Accelerated Reader quiz to determine how well they understood the book. All the books in our library are linked to the system so students can easily clearly see which books are suggested for them.

As each book is finished, students take a quiz on the computer system and each quiz that is passed contributes to their overall word count. Awards and prizes are given for achieving statuses such as 'word millionaire'. The quizzes also require students to recall knowledge of the books read thus building their ability to retain information and enhancing their progress.

Reading lessons are run by teachers who are all trained in the Accelerated Reading programme and can use their knowledge of the group and individuals to help them with choosing an appropriate book

### Table: Reading Lesson Structure

## Reading lessons Structure

### KS3 Reading Lessons

- All reading lessons take place in the Library.
- Y7 groups have an introductory Library lesson led by the librarian, to understand how to find and borrow books from our extensive Library.
- AR logins are distributed by English teachers in Term 1.
- Reading lessons are a mixture of
  - teacher-led reading
  - independent reading
  - teacher/TA supported individual reading
  - adapted activities linked to reading
- The final fifteen minutes are given over for AR quizzes to be taken and pupils have the opportunity to borrow a book from our extensive library and begin reading a book for pleasure.

### English Curriculum Set Texts - Key Stage 3

The KS3 English curriculum at St Dunstons allows students to read and engage with texts in more detail a wider and more targeted range of set texts. Text choices are rooted in the National Curriculum and adapted to our school's context to ensure a wider and more developed SMSC and Literacy experience.

**Table: Key Stage 3 English Curriculum set texts (all students)**

Year	Text and Author	SMSC/Literary link
<b>Year 7</b>	<b>Lark</b> <i>By Anthony McGowan</i>	<i>Reading engagement/dyslexia friendly /adolescence</i>
	<b>October, October</b> <i>By Philippa Pearce</i>	<i>Strong female protagonist/ complex narrative/loss and bereavement/ family relationships</i>
	<b>A Midsummer Night's Dream</b> <i>By William Shakespeare</i>	<i>Canonical/Strong female protagonist/tolerance/ reading engagement/ friendship/adolescence-links to KS4</i>
<b>Year 8</b>	<b>Gothic Literature - Short Stories</b> <i>By various</i>	<i>Canonical/reading engagement/ Historic interest- links to KS4</i>
	<b>Noughts and Crosses</b> <i>By Malorie Blackman</i>	<i>Strong female protagonist/cultural diversity/tolerance/racism</i>
	<b>Great Expectations</b> <i>By Charles Dickens</i>	<i>Canonical/Strong female protagonist Reading engagement/adolescence - links to KS4</i>
	<b>Small Island</b>	<i>Cultural diversity/tolerance/racism</i>

<b>Year 9</b>	<i>By Andrea Levy</i>	
	<b>Lord of the Flies</b> <i>By William Golding</i>	<i>Canonical/reading engagement/Historic interest / ideological framework</i>
	<b>Animal Farm</b> <i>By George Orwell</i>	<i>Canonical/reading engagement/Historic interest / ideological framework</i>
	<b>Romeo and Juliet</b> <i>By William Shakespeare</i>	<i>Canonical/Strong female protagonist Reading engagement/adolescence - links to KS4</i>

## English Curriculum Set Texts - Key Stage 4

The KS4 English curriculum is taken from the choice of texts offered in the AQA English Literature and English Language GCSE specification. Within that however there is a wide range of options from which we have chosen texts which we believe are relevant, educational and (most of all) engaging for our context of students.

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.

**Table: Key Stage 4 English Curriculum set texts (all students)**

<b>Year</b>	<b>Text and Author</b>	<b>SMSC/Literary link</b>
<b>Year 10/11</b>	<b>A Christmas Carol</b> <i>By Charles Dickens</i>	<i>Canonical/tolerance/ reading engagement/ historical interest</i>
	<b>Power and Conflict Poetry</b> <i>By various</i>	<i>Canonical/ historical interest /loss and bereavement/cultural diversity</i>
	<b>An Inspector Calls</b> <i>By Malorie Blackman</i>	<i>Canonical/ historical interest /strong female protagonist/reading engagement/ liberty</i>
	<b>Macbeth</b> <i>By William Shakespeare</i>	<i>Canonical/reading engagement/ historical interest/challenge text</i>
	<b>18-20th Century &amp; Modern Poetry</b> <i>Various poets (Unseen)</i>	<i>Canonical/reading engagement/ historical interest/challenge text/cultural diversity</i>
	<b>19th Century &amp; Modern Prose</b> <i>Various poets (Unseen)</i>	<i>Canonical/reading engagement/ historical interest/cultural diversity</i>

	<b>19th Century &amp; Modern Non-fiction</b> Various poets (Unseen)	<i>Historical interest/challenge text/          cultural diversity</i>
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### Links to AQA English Websites:

- **English Literature AQA:** <https://www.aqa.org.uk/subjects/english/gcse/english-8702/specification>
- **English Language AQA:** <https://www.aqa.org.uk/subjects/english/gcse/english-8700/specification>

## 3. The Tutor Reading 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 busy tutor programme to ensure that reading is a daily occurrence at St Dunstons and help encourage strong habits of reading for pleasure.

All students will read four novels across the course of the year in tutor time as part of the *Read to Succeed* model. Books have been carefully chosen by the school to develop a love for reading, as well as engage with key social, moral, cultural and spiritual issues. Equally, the themes and content of these books, allows students to engage with and discuss relevant challenges and concerns facing adolescents; recognising the difference between right and wrong and applying this understanding in their own lives.

The Read to Succeed Model encourages all students to read aloud across the course of the year as well as having strong reading modelled by tutors. This confirms for our students that all adults are readers and normalises reading as a daily occurrence.

**Table: Tutor reading set texts (all students)**

Year	Text and Author	SMSC/Literary link
<b>Year 7</b>	<b>Ghost Boys</b> <i>by Jewell Parker Rhodes</i>	<i>Cultural diversity/tolerance/historical racism</i>
	<b>The Girl who Drank the Moon</b> <i>by Kelly Barnhill</i>	<i>Strong female protagonist/tolerance/reading engagement/friendship/adolescence</i>
	<b>Star Switch</b> <i>by Aliasha Dixon</i>	<i>Strong female protagonist/cultural diversity/reading engagement/adolescence</i>
	<b>Gowie Corby Plays Chicken</b> <i>by Gene Kemp</i>	<i>bullying/tolerance/cultural changes/family relationships</i>
	<b>The Graveyard Book</b> <i>by Neil Gaiman</i>	<i>Reading engagement/historical interest/family relationships/adolescence</i>

	<b>The Machine Gunners</b> by Robert Westall	<i>canonical/reading engagement/ historical interest/adolescence</i>
<b>Year 8</b>	<b>Refugee Boy</b> by Benjamin Zephania	<i>Cultural diversity/tolerance/racism/ war and conflict / society attitudes</i>
	<b>Face</b> by Benjamin Zephania	<i>Cultural diversity/tolerance/racism/ gang culture / prejudice</i>
	<b>Impossible Creatures</b> by Katherine Rundell	<i>Strong female protagonist/tolerance/ education/cultural diversity</i>
	<b>The Blue Book of Nebo</b> by Manon Steffan Ros	<i>Strong young adult protagonist/tolerance/ education/cultural diversity/ Welsh heritage</i>
<b>Year 9</b>	<b>I am Malala</b> by Malala Yousafzai	<i>Strong female protagonist/tolerance/ education/cultural diversity</i>
	<b>The Hunger Games</b> by Suzanne Collins	<i>Strong female protagonist/reading engagement/political power/rule of law</i>
	<b>I Must Betray you</b> By Ruta Sepetys	<i>Award winning /reading engagement/ political power/rule of law / tolerance</i>
	<b>Boys Don't Cry</b> By Malorie Blackman	<i>Award winning /reading engagement/ Stereotypes /cultural diversity</i>
<b>Year 10</b>	<b>Nineteen Eighty Four</b> by George Orwell	<i>Canonical/reading engagement/ political power/rule of law</i>
	<b>Orangeboy</b> by Patrick Lawrence	<i>Cultural diversity /reading engagement/ toxic masculinity/rule of law / strong male protagonist</i>
	<b>The Hate U Give (Thug)</b> by Angie Thomas	<i>Cultural diversity/tolerance/racism/ gang culture</i>
	<b>The Knife of Never Letting Go</b> by Patrick Ness	<i>Reading engagement/social media/ rule of law/adolescence</i>

## 2. Testing for Testing Reading Ages and Intervention

St Dunstan's 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.

### Process of testing Reading ages

- 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)
- 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 - see *table below*

**Table: St Dunstan's Reading Tiers**

Reading Tier Profile	Intervention/Support/Challenge
<b>Tier 1</b> - Students testing <b>Significantly above</b> their ARE	<ul style="list-style-type: none"> <li>Directed towards <b>higher challenge</b> books</li> <li>Directly monitored for quality and range of reading through AR sessions</li> <li>Monitored and supported through Read to Succeed</li> </ul>
<b>Tier 2</b> - Students testing <b>on or above</b> their ARE	<ul style="list-style-type: none"> <li>Directed towards more ambitious books which add extra challenge</li> <li>Directly monitored for quality and range of reading through AR sessions</li> <li>Monitored and supported through Read to Succeed</li> </ul>
<b>Tier 3</b> - Students testing <b>below</b> their ARE	<ul style="list-style-type: none"> <li>Short intervention for fluency and comprehension where required</li> <li>Directly monitored for quality and range of reading through AR sessions</li> <li>Closely monitored and supported through Read to Succeed</li> </ul>
<b>Tier 4</b> - Students testing <b>Significantly below</b> their ARE	<ul style="list-style-type: none"> <li>Direct and Individualised reading support led by Learning Support Dept</li> <li>Testing dyslexia/AA to identify underlying needs</li> <li>Directly monitored for quality and range of reading through AR sessions</li> <li>Closely monitored and supported through Read to Succeed</li> </ul>

### Intervention for weaker readers

We are very aware that students join St Dunstan's School with a range of reading ages and many will require a programme of more rapid catch-up to ensure all students are on or above their chronological reading age and can access their KS4 curriculum.,

**Tier 4** students who are considerably below their Age Related Expectation are supported directly by our Learning Support Department under the guidance of the SENCO, where direct intervention by trained specialists in phonics and dyslexia will target and rapidly address each student's needs. This will likely be structured through specific reading recovery programmes such as Reading Wise and Reciprocal Reading.

**Tier 3** students who are slightly below their Age Related Expectation are supported directly by our Librarian and Reading Champion under the guidance of the Head of English. Intervention includes small group reading, using reciprocal reading techniques which target and rapidly address each student's needs.

The full programme of reading intervention is adapted for each year and cohort and is set out in the School's Annual Literacy Strategy Document, available on request.

