

# Reading Policy



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| Updated | September 2024                                                           |
| Status  | Non-Statutory Policy<br>Delegated to the Headteacher<br>Updated annually |
| Review  | September 2025                                                           |

## Intent:

The purpose of the Compass School's reading curriculum is to provide pupils with the knowledge, skills and strategies necessary to become confident, competent and lifelong readers who also develop a richer understanding of language and culture.

Through the reading curriculum, pupils develop their ability to decode, comprehend and critically analyse a range of texts including fiction, nonfiction and poetry.

Pupils will also be able to segment and blend words, building up their fluency.

The curriculum (including our enrichment curriculum and cross curricular links) also aims to foster a love of reading and to encourage pupils to engage with reading for pleasure both in and out of school.

By equipping pupils with strong reading skills and a passion for reading, the curriculum helps to prepare them for success in their academic, personal and future professional lives.

Additionally, the reading curriculum plays a crucial role in promoting social mobility and equity as it provides all pupils, regardless of their background, with equal access to knowledge and opportunities that come along with being a proficient reader.

## At Compass School we intend to:

- Promote and encourage a lifelong enjoyment and love of reading by providing pupils with a wide range of texts, including literary classics, non-fiction and modern literature to stimulate their desire to read
- Expose pupils, through rich texts, to varied and diverse vocabulary to expand their language skills and comprehension, and also enrich their ability to communicate effectively and express their thoughts and emotions more precisely
- Equip pupils with the reading skills that enable them to know more, remember more, and understand more with increasing independence
- Create resilient, confident, independent readers
- Provide opportunities for every child to become a reader
- Provide regular opportunities for pupils to read independently, out loud and to be read to
- Provide access to texts and online reading resources for use at home, and support parents/carers to engage positively and support their child's reading experience.
- Develop a broad range of reading skills that can be applied to a wide range of reading text types and genres across the whole curriculum and beyond into their future lives
- Provide pupils with a wide range of resources and texts
- Enhance pupils experience of reading through access to rich texts, varied vocabulary and literary heritage that will enhance their experience of reading and provide a key role in developing language skills and cultural literacy
- Improve literacy skills

For more information, please also refer to our reading Curriculum Intent document on our website

## Implementation

Across the whole school we use a reading portal called Reading Plus.

In addition, at primary we follow the Read, Write Inc phonics programme (RWInc), Fresh Start. At secondary level we use a series of intervention books exploring age appropriate themes with gradually increasing syllabic complexity called King Street.

Please see below for our Whole School Reading Plan.

| Whole School Reading Plan 2024-2025 |                                                                    |                                                                         |                  |               |
|-------------------------------------|--------------------------------------------------------------------|-------------------------------------------------------------------------|------------------|---------------|
| Primary                             | Reading Assessment                                                 | Intent                                                                  | When             | Led by        |
| North                               | <b>Phonics Baseline Test: (KS1 &amp; KS2)</b>                      | To assess pupils and measure progress                                   | On arrival       | Teacher/TA    |
|                                     | <b>Reading Plus: Baseline Reading Assessment (KS2)</b>             | To assess pupils and measure progress                                   | On arrival       | Teacher/TA    |
|                                     | <b>Multidimensional Fluency Tracker</b>                            | To assess and track fluency in progress                                 | Half termly      | Teacher       |
|                                     | <b>Teach a Monster to Read (KS1)</b>                               | Reading for pleasure and engagement/Phonics                             | Daily            | Teacher/TA    |
|                                     | <b>Daily Carousel Reading Activities</b>                           | <b>Intent</b>                                                           | <b>When</b>      | <b>Led by</b> |
|                                     | <b>Reading Plus Intervention (KS2): Portal and practice papers</b> | Reading for pleasure & purpose (Fluency, intonation, comprehension etc) | Daily            | Teacher/TA    |
|                                     | <b>RWInc Fresh Start (KS1 &amp; KS2)</b>                           | Phonics & SPAG                                                          | Daily            | Teacher/TA    |
|                                     | <b>1:1 Reading for Pleasure (KS1 &amp; KS2): Reading Logs</b>      | Reading for pleasure & purpose (Fluency, intonation, comprehension etc) | Daily            | Teacher/TA    |
| Secondary                           | Reading Assessment                                                 | Intent                                                                  | When             | Led by        |
| East & West<br>Single Registration  | <b>Reading Plus: Baseline Reading Assessment</b>                   | To assess pupils and measure progress                                   | On arrival       | Teacher/TA    |
|                                     | <b>Multidimensional Fluency Tracker</b>                            | To assess and track progress in fluency                                 | Half termly      | Teacher       |
|                                     | <b>Reading Activities</b>                                          | <b>Intent</b>                                                           | <b>When</b>      | <b>Led by</b> |
|                                     | <b>Reading Plus: Intervention Reading Programme</b>                | Reading for pleasure & purpose (Fluency, intonation, comprehension etc) | As per timetable | Teacher/TA    |
|                                     | <b>King St: Intervention Reading Programme</b>                     | To assess and improve phonics, literacy and reading skills              | As per timetable | Teacher/TA    |
|                                     | <b>Reading for Pleasure: Reading Logs</b>                          | To improve literacy, comprehension, fluency, intonation etc             | As per timetable | Teacher/TA    |
| South East<br>Intervention          | <b>Reading Assessment</b>                                          | <b>Intent</b>                                                           | <b>When</b>      | <b>Led by</b> |
|                                     | <b>Reading Plus: Baseline Reading Assessment</b>                   | To assess and measure pupil progress                                    | On arrival       | Teacher/TA    |
|                                     | <b>Reading Activities</b>                                          | <b>Intent</b>                                                           | <b>When</b>      | <b>Led by</b> |
|                                     | <b>Reading Plus: Intervention Reading Programme</b>                | Reading for pleasure & purpose (Fluency, intonation, comprehension etc) | As per timetable | Teacher/TA    |
|                                     | <b>Reading for Pleasure: Reading Logs</b>                          | To improve literacy, comprehension, fluency, intonation etc             | As per timetable | Teacher/TA    |
| Assessment<br>Pathway               | <b>Reading Assessment</b>                                          | <b>Intent</b>                                                           | <b>When</b>      | <b>Led by</b> |
|                                     | <b>Reading Plus: Baseline Reading Assessment</b>                   | To assess and measure pupil progress                                    | On arrival       | Teacher/TA    |
|                                     | <b>Toe by Toe: Reading Age Test</b>                                | To assess reading age                                                   | On arrival       | TA            |
|                                     | <b>Reading Activities</b>                                          | <b>Intent</b>                                                           | <b>When</b>      | <b>Led by</b> |
|                                     | <b>Reading Plus: Intervention Reading Programme</b>                | Reading for pleasure & purpose (Fluency, intonation, comprehension etc) | As per timetable | Teacher/TA    |
|                                     | <b>Reading for Pleasure: Reading Logs</b>                          | Reading for pleasure & purpose                                          | As per timetable | Teacher/TA    |
| RISE                                | <b>Reading Assessment</b>                                          | <b>Intent</b>                                                           | <b>When</b>      | <b>Led by</b> |
|                                     | <b>Reading Plus: Baseline Reading Assessment</b>                   | To assess and measure pupil progress                                    | On arrival       | Teacher       |
|                                     | <b>Reading Activities</b>                                          | <b>Intent</b>                                                           | <b>When</b>      | <b>Led by</b> |
|                                     | <b>Reading Plus Intervention: Intervention Reading Programme</b>   | Reading for pleasure & purpose                                          | As per timetable | Teacher       |

### How do we know which level the children have reached?

In Primary, pupils complete a phonics screening to determine their current level and phonics books will be chosen from the RWInc Fresh Start programme that are appropriate for that level.

In addition, pupils are supported to choose a book to read to an adult (1:1) from the Oxford Reading Tree book scheme. Staff will support pupils with intonation and expression, fluency and pronunciation and are able to model reading skills to pupils.

Throughout the school, staff also track pupils' fluency in reading by completing an individual fluency tracker.

When pupils use Reading Plus, they complete a baseline assessment which identifies their reading year group. From there pupils can select texts from a huge range of both fiction and non-fiction books. The texts are adjusted as pupils reading improves and they gain confidence.

At Secondary, pupils also use Reading Plus in the same way as primary pupils.

In addition, where appropriate and according to pupil's ability, we will also support them by using the RWInc Fresh Start programme and the King Street series.

## **How do we know what progress they are making?**

The Reading Plus portal is able to track pupils progress in terms of the number of words read, their fluency and comprehension. It will adjust the difficulty of the texts in accordance with pupil's ability as they improve.

In addition, in primary, pupils are also assessed on a weekly basis through a one-to-one reading session with either a teaching assistant or a teacher. They will be asked questions about what they have read in order to determine their levels of comprehension.

## **How do we support our children to develop a love of reading?**

- Our motto is 'every teacher is a teacher of reading' and every opportunity should be taken to allow pupils the chance to read in any lesson (not just in reading lessons)
- All children will have access to a range of texts, both fiction and non-fiction, on the Reading Plus portal, while at school
- In addition, in lessons pupils will have access to a range of reading resources. This may include traditional fairy tales / rhymes, classic children's stories, recipes, maps as well as being able to undertake research etc. Pupils have access to rich texts; texts that are in-depth and complex and encompass intricate narratives, multifaced characters and thought-provoking themes. This enables them to engage with complex ideas, diverse perspectives and deep emotions which can lead to a more immersive and fulfilling reading experience.
- Children are also encouraged to read at home via the Reading Plus portal and have the opportunity to take books home with them should they wish to. Additional support will be available for parents who may find it difficult to support their child with reading.

In addition to this, pupils will be given regular opportunities to use and apply their reading skills across all areas of the curriculum, and throughout their time at Compass, helping them to know more, remember more and understand more.

## **Impact:**

Regardless of background, ability or additional needs, by the time children leave Compass School, we aim for our pupils to:

- Be enthusiastic and motivated readers who are more confident in reading a variety of genres and text types
- Have the skills needed to decode words in order to be able to read more fluently with a secure understanding of what they have read
- Improve skills in critical thinking, analysis and problem-solving through their reading of rich texts
- Be inspired by literature and more likely to read for pleasure
- An understanding of, and exposure to, literary heritage that allows our pupils to connect with the cultural and historical contexts of different eras and regions, fostering a deeper understanding of human history and society.
- Develop a lifelong passion for reading
- The combination of rich texts, varied vocabulary and literary heritage enables our pupils to enjoy a deeper and more rewarding reading experience, as well as personal and intellectual growth