

## Reading Curriculum Intent 2025 - 2026

**Curriculum 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 providing them with access to a wide range of texts, including literary classics, non-fiction and modern literature to stimulate their desire to read.

Pupils will, through the reading of rich texts, be exposed to a 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.

The combination of rich texts, varied vocabulary and literary heritage within our reading curriculum enables pupils to enjoy a deeper and more rewarding reading experience, as well as personal and intellectual growth. 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 a proficient reader.

Key Stage 2 Reading Initiatives	Key Stage 2 Skills	Key Stage 2 Knowledge
Baseline Toe-by-Toe Reading and Phonics Assessment Reading Plus Intervention 5 Minute Story Reading RWInc (Fresh Start) 1:1 Reading	Use phonetic recognition to read and pronounce words accurately Use context to understand unfamiliar words Use inference and deduction to understand implied meanings Understand and interpret a range of texts Evaluate the effectiveness of different texts for different purposes Read with speed, accuracy and expression Be able to segment and blend words, building up to decoding polysyllabic words Make informed guesses about what may happen in a text based on clues and prior knowledge Learn to work out unfamiliar words by sounding out Learn to read unfamiliar words independently Understand and recall the literal meaning of the text Identify and explain the purpose and audience of a text Analyse and evaluate the text, considering the author's intent Skim and scan to locate information quickly Identify and explain how language, structure and presentation contribute to meaning Develop a resilience with reading Read with expression Read a script with stage direction Undertake research	Recognise the sounds to decode multisyllabic words Understand of the multiple meanings of words in context Understand and interpret figures of speech such as metaphors, similes, and idioms. Recognise when and why they are used in language Identify and understand the organisation and structure of a text Understand different types of texts such as poetry, fiction, non-fiction, and plays Understand the purpose of the text Understand who is telling the story and from what perspective Understand the use of dialogue in texts Recognise the difference between fact and opinion
Key Stage 3 Reading Initiatives	Key Stage 3 Skills	Key Stage 3 Knowledge
Baseline Toe-by-Toe Reading and Phonics Assessment Reading Plus Intervention RWInc (Fresh Start) King Street Reading Programme	As for KS2 and see below: Analyse and interpret texts using textual evidence Identify key ideas and themes Evaluate language and tone Make inferences and draw conclusions Compare and contrast a range of texts Identify bias and propaganda Understand explicit and implicit information Identify and analysing language features Evaluate texts and their purposes	As for KS2 and see below: Understand literary devices such as symbolism, foreshadowing and irony Recognise different genres of literature such as fiction, non-fiction, poetry, and drama Understand the impact of context on the meaning of a text Understand the use of figurative language such as similes and metaphors and the effects achieved Understand the historical and cultural contexts of texts Knowledge of literary elements such as plot, characterisation, and setting Understand the impact of language and structure on meaning and tone Understand the impact of historical, social and cultural contexts on texts Understand the significance of themes and motifs in literature Understand the impact of authorial choices on a text's meaning Understand how authors use rhetorical devices and persuasive techniques in their writing
Key Stage 4 Reading Initiatives	Key Stage 4 Skills	Key Stage 4 Knowledge
Baseline Toe-by-Toe Reading Assessment Reading Plus Intervention King Street Reading Programme	As for KS2 and KS3 and see below: Select textual reference precisely. Make connections/interpretations, weighing up evidence Analyse language features and their effects Evaluate the credibility and reliability of sources Make comparisons between texts Collate information from multiple sources Identify implicit meaning and subtext Use evidence to support nuanced interpretations Recognise implicit bias and assumptions	As for KS2 and KS3 and below: Understand literary movements and historical contexts Understand the use of symbolism, allegory and metaphor in literature Knowledge of critical theory and literary criticism Knowledge of different forms of media and their impact on society Understand the cultural significance of literary texts and their relevance to contemporary issues Understand the role of narrative voice and perspective in literature Understand the complexity of literary interpretation and the influence of reader response theory