

Reading Pathways

1. Pupils join HMS either in Year 5 (from first/primary schools) or in other year groups (as in-year transfers). HMS receive academic and pastoral information from the feeder school as well as details of any academic or other support in place.

2. All pupils joining HMS sit a Baseline reading comprehension assessment and reading age test. Weakest readers may sit a NARA test 1-2-1 with an adult.

3. Outcomes from initial assessments are reviewed. Struggling readers are identified and support plans are designed and implemented. Pupil information is shared with school staff.

Those with weaknesses have diagnostic assessments either by Fresh Start or reading fluency checks. An action plan is then devised for the specific needs of the learner.

Tier 1: Significant weaknesses and gaps in phonics

- Pupils are referred for a phonics assessment and may commence the Fresh Start programme
- Targeted text choice in the library and read aloud 1:1 with their teacher
- Pupils are referred for a dyslexia screener (with parental consent)
- Touch Type Read Spell used to improve phonics, reading and spelling skills.

Pupils are continually assessed during Fresh Start sessions to progress through the phonics modules.

When pupils 'graduate', they will be transferred to Tier 2 academic support.

If pupils continue to struggle, pupils will be referred for external literacy support.

Tier 2: Gaps and weaknesses in fluency

- Pupils develop fluency by reading aloud in small guided groups with an assigned reader
- These reading groups are used to encourage pupils to read aloud and engage with texts
- Targeted comprehension skills support to teach reading strategies
- Reading Plus is used to develop fluency and comprehension skills (once reading fluently)

Pupils are continually assessed during intervention and small group sessions.

Feedback is provided for class teachers so that in-class teaching, and academic support sessions align in approach.

Reading Plus progress is tracked and the system moves through fluency and reading speed as necessary.

Tier 3: Developing comprehension

- Twice weekly 'Book Talk' sessions with form class to promote enjoyment of reading
- Pupils visit the library with their English class
- Pupils engage with VIPERS activities to enhance comprehension skills including across the curriculum
- Targeted comprehension sessions
- Pupils are encouraged to pre-read widely

Class teachers continually assess pupils through VIPERS, whole class reading and planned assessments. Pupils who require additional support receive this from intervention, class teachers and through support at home.

Where necessary, pupils may be referred for interventions and support in line with tier 2.

Reading age tests to assess reading skills/age are administered for all of Year 5 on entry and termly thereafter. Pupils in Y6/7/8 are assessed for reading age twice per year – once in November and again in June. All of Year 5 also sit a baseline GL assessment which gives key benchmark information and profiles to support struggling learners (pupils are re-tested at the end of the first year). Reading is assessed continually in lessons through VIPERS activities and ongoing comprehension assessment. Teachers diagnose specific reading concerns and share information (including reading ages) with staff in order to support adaptive teaching in every lesson.