

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 intervention/support in place.

2. All pupils joining HMS:

- Sit a Baseline reading comprehension assessment and NGRT reading test
- Read aloud with members of staff and complete a fluency assessment

3. Outcomes from initial assessments are reviewed in the round. 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.

4a. Tier 1: Significant weaknesses and gaps in phonics knowledge

- Pupils are referred for a phonics assessment and may commence the Fresh Start programme
- Targeted text choice in the library
- Pupils are referred for a dyslexia screener (with parental consent)
- Pupils read aloud 1:1 with a member of school staff on a regular basis

5a. Pupils are continually assessed during Fresh Start sessions to progress through the phonics modules.

When pupils 'graduate', they will be transferred to 4b groups and interventions.

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

4b. Tier 2: Gaps and weaknesses in fluency

- Pupils develop fluency by reading aloud 1:1 with an assigned reader
- Small reading groups to encourage pupils to read aloud and engage with texts
- Targeted comprehension skills support to teach reading strategies
- Reading Plus to develop fluency and comprehension skills (once reading fluently)

5b. Pupils are continually assessed during intervention and small group sessions.

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

Reading Plus development is tracked and the system enhances through levels and fluency as necessary.

4c. Tier 3: Developing comprehension

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

5c. 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 5b.

NGRT to assess reading skills/age are administered for all of Year 5 and all new pupils twice per year – once in September and again in June. NGRT are administered for disadvantaged pupils, those with SEND and struggling readers twice a year – once in November and again in May. All of Year 5 and new pupils 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 with all staff.