

Impact North West Schools Reading Policy

September 2025

Date approved:	September 2025
Approved by:	Impact North West Schools Proprietor Board
Frequency of review:	Annual
Next review due:	September 2026

INWS Reading Policy

Reading is arguably the most crucial literacy skill for cross-curricular success in secondary schools. The curriculum continues to be dominated by text, both in print and on screen, and our learners need to be able to read effectively to understand, make sense of and take meaning from the wide range of texts presented to them. For a significant number of learners who enter secondary schools with a reading age below their chronological age, the reading demands of the secondary curriculum prove extremely challenging. Pupils with a reading age lower than their chronological age have significant problems accessing the information they need to be successful learners. The context of INWS means that most of our learners fall into this category, which means reading interventions and whole school reading policies are integral to the progress of our learners. This policy is informed by the National Curriculum for English (KS3/KS4), the Teachers' Standards (2011), and the Department for Education's Reading Framework (2023), ensuring our reading provision reflects statutory and national expectations.

INWS pupils who continue to have difficulty accessing text have already struggled with learning to read for up to seven years. They have experienced years of falling further and further behind their peers; as a result, many struggling readers have low self-esteem and lack confidence in the classroom.

Consequently, struggling readers (INWS use the term striving readers) are identified upon starting INWS and those with a reading age of two years below their chronological age are enrolled onto a reading intervention programme ('IDL cloud' or 'Read, Write, Inc' if appropriate) to improve their reading skills with immediate effect. Small classes of pupils are established in Year 7 and maintained throughout their journey at INWS. KS3 learners also benefit from a reading curriculum where they are exposed to a variety of genres across the academic year. Reading provision is inclusive and meets statutory duties under the SEND Code of Practice (2015) and the Equality Act 2010. This includes making reasonable adjustments, ensuring access arrangements where appropriate, and tailoring interventions to the needs of students with SEND, EAL and those from disadvantaged backgrounds.

Working in partnership with...



Learners are categorised into coloured 'zones' which reflect the targeted reading age and ability. These coloured zones are reflected in our reading section where different texts are available for learners to read based on their reading level.

Further to this, all pupils undergo rigorous starting initial assessments i.e NGRT. From this, early readers and striving readers are identified and enrolled onto the above intervention programs. In line with the EEF literacy strands, INWS provides high quality literacy interventions for striving readers.

Therefore, it is imperative that teachers use available data on pupils' reading levels to make informed choices about appropriate texts and to plan appropriate support for pupils in order for them to successfully access a wide range of texts.

By encouraging teachers across the curriculum to develop reading skills in their lessons thematically, we can develop reading confidence in our learners, enabling them to access new and unfamiliar texts.

Pupils who have effective reading skills can do the following:

- Employ a range of strategies to access texts.
- Vary their reading styles to suit different purposes.
- Read fluently, accurately and with understanding.
- Read independently.
- Be critical readers and make informed and appropriate choices.

The role of the teacher in developing reading skills

To support and enhance pupils' reading skills, it is essential that teachers across the curriculum provide opportunities for learners to do the following:

- Read and engage with a variety of different texts both in print and on screen.
Learn how to sift and select information appropriate to the task.
- Follow up their interests and read texts of varying lengths.
- Question and challenge printed information and views.
- Use reading to research and investigate.

Reading activities pupils will have the opportunities to engage with:

- Use reading to research the subject area and the key words associated with the subject. This helps provide targeted vocabulary instruction in every subject (**EEF Strand 2**)
- Use the reading materials and ICT to support subject learning.
- Read for pleasure.
- Read a range of non-fiction text types within the English subject and other areas which develop

Working in partnership with...



students' ability to read complex academic texts. (EEF Strand 3)

- Read texts in different media e.g web pages, books, audio books, ebooks.
 Read narratives of events, this can enable students to Break down complex writing tasks. (EEF Strand 4)
- To locate and retrieve information.
- To select and make notes from a text.
- To use a range of reading skills such as skimming, scanning, reading for meaning.
 To read fiction texts which will support their learning in a subject area, this then supports 'disciplinary literacy' across the curriculum.
- Reading for Pleasure (RFP) takes place at the beginning of four days per week for 10 minutes, with every year group reading the same book alongside their form tutor. This whole-school approach is designed to build a shared reading culture and foster a love of reading across the community. Each term, the chosen text changes, exposing learners to a wide range of genres, authors and themes. These sessions encourage students to engage with texts beyond their usual choices and to carry this interest into their independent reading. Tutors use a variety of strategies, including teacher-led reading, echo reading and choral reading, to support engagement and comprehension.

'Reading for Regulation'

'Reading for regulation' learners can access reading materials when dysregulated in the INWS sensory room. This helps foster a positive relationship with reading within our learners and helps relate reading with relaxation and enjoyment.

Approaches

Teachers will aim to:

- Facilitate reading development through their subject and will facilitate disciplinary literacy for children to use across the curriculum. (EEF Strand 1)
- Present reading tasks at a suitable level.
- Draw pupils' attention to structure, layout, format, print and other signposts. This can support learners combining writing instruction with reading in every subject. (EEF Strand 5).
 Help pupils to skim, scan or read intensively according to the task.
- Teach pupils to select or note only what is relevant.
- Help pupils to question, challenge and recognise bias in a range of texts.
- Support pupils who are at the early stages of reading. (EEF Strand 7).
- Teach pupils to read identified subject vocabulary.
- Support pupils in their verbal articulation through class discussions which gives learners opportunities for structured talk. (EEF Strand 6).
- Provide high quality literacy interventions for struggling students. (EEF Strand 7) through targeted

Working in partnership with...



assessments and phonics interventions.

Materials Pupils will be provided with:

- A range of materials to support the subject topic.
- Texts at appropriate readability levels which cater for the range of pupils' reading needs. (Colour zones).
- Materials reflecting a balance of culture and gender.
- Materials which are up-to-date and attractive.
- Resources / reference materials which enable all pupils to be independent.

In line with Keeping Children Safe in Education (KCSIE), all reading materials are selected to be age-appropriate, inclusive, and safe. Staff remain alert to changes in pupils' reading, writing or communication that may raise safeguarding concerns

Lessons will provide:

- Opportunities to facilitate the assessment of reading either formally or informally. Activities which focus on reading and reading skills.
- Opportunities to understand and use specialist vocabulary (key words).

Progress in reading is tracked through baseline assessments, reading ages and regular progress checks. This data is analysed by the Literacy Lead and shared with the Senior Leadership Team and governors. Governors receive regular reports and hold leaders to account for the impact of reading strategies and interventions.

Progression in Reading

- Pupils move from using texts selected by the teacher to finding their own texts. Pupils identify and select their own texts rather than using texts selected by the teacher. Pupils select texts which demand higher order reading skills rather than simple reading texts which require limited reading skills.
- Pupils use many relevant sources rather than using one source.
- Teachers develop the reading habits of pupils to encompass new authors and challenging texts.

Reading Zones:

- Learners placed in the 'Yellow zone' have a reading age of between 14-16 years old.
- Learners placed in the 'orange zone' have a reading age of between 12-14 years old.
- Learners placed in the 'Pink zone' have a reading age of between 10-12 years old.
- Learners placed in the 'White zone' have a reading age of between 8-10 years old.
- Learners placed in the 'Green zone' have a reading age of between 6-8 years old.

Working in partnership with...



N:B INWS will not label the colours with reading ages, but staff will know and understand the targeted age ranges.

Year 7 texts

English Curriculum

- *'The Breadwinner' by Deborah Ellis.*

'Nature Poetry' including

- *'The Tempest' by William Shakespeare.*
- *Non Fiction Information extracts.*

Reading Curriculum

- *Wonder by R. J. Palacio*
- *'Once' by Morris Geitzman*
- *'A different sort of Normal' by Abigail Balfe*

Year 8 texts

- *'Stone Cold' by Robert Swindells*
- *Range of Gothic Literature texts including: 'The Monkey's Paw' by W.W Jacobs, 'The Red Room' by H G Wells and '10 Days in a Mad House' by Nellie Blye (non-fiction)*
- *'Much Ado About Nothing' by William Shakespeare.*
- *Identity Poetry.*

Reading Curriculum

- *'Holes' by Louis Sachar*
- *'The Crossover' by Kwame Alexander*
- *'Refugee Boy' by Benjamin Zaphaniah*

Year 9 texts

English Curriculum

- *'Noughts and Crosses' by Malorie Blackman. (under review)*
- *'Animal Farm' by George Orwell*
- *Range of famous speeches from Shakespeare's plays.*

Working in partnership with...



Reading Curriculum

- 'The Boxer' by Nikesh Shulka.
- 'The Curious Incident of the dog in the night-time' by Mark Haddon
- 'Shadow of the Minotaur' by Alan Gibbons

KS4 texts

- Range of fiction extracts with a focus on Dystopian genre.
- Non-fiction extracts.
- Learners who study English Literature will be given the opportunity to read texts such as 'Macbeth' by William Shakespeare, 'A Christmas Carol' by Charles Dickens and the 'AQA Power and Conflict Anthology'.



IMPROVING LITERACY IN SECONDARY SCHOOLS

Summary of recommendations



Working in partnership with...

