

## Strategy on Reading

### Cambian Beverley School – reviewed April 2026

#### **Intent**

Reading has an important place in education and in society. A high-quality education in reading enables pupils to speak and write fluently so that they can communicate their ideas and emotions to others; being a fluent reader also allows others to communicate with them. Through reading, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature plays a key role in such development. By continuing to keep a tight focus on reading throughout the pupil's secondary schooling, we intend to impart pupils with the knowledge, understanding, confidence, attitudes, values and skills they need in order to reach their potential as individuals and to become literate members of society.

Cambian School Beverley is committed to raising the standards of reading for all of its pupils and keeps the teaching of reading at the core of its curriculum. It is important that all students develop the ability to read confidently and fluently to cope with the demands of everyday life, as well as for pleasure. Our aim is to build literacy into all aspects of our curriculum and facilitate reading for pleasure amongst our students. Teaching effective reading skills is the responsibility of all staff, in all subjects where the students are expected to read. Reading steps are taken in order to develop skills and provide opportunities to acquire appropriate knowledge to make progress

Reading at Key Stages 3 and 4 should be wide, varied and challenging. Pupils often come to Cambian School Beverley with gaps in their learning due to undiagnosed special needs or long-term school absence. We use a wide range of strategies to enable them to make accelerated progress in order to read whole books, read in depth and to read for pleasure and information. As a specialist school for pupils with Social, Emotion and Mental health needs, we aim to address long held negative attitudes towards reading and encourage pupils to find books, magazines and articles they interesting and inspiring.

We assess reading ages on entry to the school and put intervention in place to close any gaps if needed. We use the Little Wandle assessments and programme around phonics.

## **Implementation**

### **KS 2 and 3**

Pupils should be taught to:

#### **Develop an appreciation and love of reading, and read increasingly challenging material independently through:**

- reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors.

#### **Understand increasingly challenging texts through:**

- learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries
- making inferences and referring to evidence in the text
- knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension
- checking their understanding to make sure that what they have read makes sense.

#### **Read critically through:**

- knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning
- recognising a range of poetic conventions and understanding how these have been used
- studying setting, plot, and characterisation, and the effects of these
- understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play
- making critical comparisons across texts
- studying a range of authors, including at least two authors in depth each year.

## KS4

Pupils, if appropriate, should be taught to:

Read and appreciate the depth and power of the English literary heritage through:

Please note that many of our students struggle with English, so traditional resources in English will be used if applicable.

- reading and experiencing a wide range of high-quality, challenging, classic literature and extended literary non-fiction, such as essays, reviews and journalism. The range should include:
- at least one play by Shakespeare, if capable
- works from the 19th, 20th and 21st centuries
- poetry since 1789, including representative Romantic poetry
- re-reading literature and other writing as a basis for making comparisons
- choosing and reading books independently for challenge, interest and enjoyment. They also will be given opportunity for one to one reading with a learning support assistant

Understand and critically evaluate texts through:

- reading in different ways for different purposes, summarising and synthesising ideas and information, and evaluating their usefulness for particular purposes
- identifying and interpreting themes, ideas and information
- exploring aspects of plot, characterisation, events and settings, the relationships between them and their effects
- seeking evidence in the text to support a point of view, including justifying inferences with evidence
- distinguishing between statements that are supported by evidence and those that are not, and identifying bias and misuse of evidence
- analysing a writer's choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact

## **KS3 and KS4**

All pupils at Cambian School Beverley will obtain a reading age on entry to the setting after sitting baseline tests through WRAT. These determines the level of support required through our bespoke reading intervention. Support packages are then put into action to meet the needs of the student. We use the Little Wandle package. The objective being that the students will increase their reading age whilst nurturing their love of reading itself.

Reading Intervention will then take place 1:1 with the student, with the focus on specific reading skills being demonstrated through a set period of time.

We also to use, if needed, the Little Wandle resource – a phonics structured based programme that simplifies difficult sounding vocabulary to help our students read words out loud confidently.

Pupils study set texts and poetry as well as written articles that are personalised to their own unique interests in order to engage them and use their empathising, predicting and questioning skills to demonstrate understanding and knowledge.

Pupils use of grammar and phonetic skills are supported with visual aids and displays for key words to ensure a multi-sensory learning environment in order to meet pupils needs.

We supply regular opportunities to read academic and non-academic texts for pleasure and texts that appeal to our students' particular tastes and interests. Our school is a text rich environment with a dedicated reading area and a book vending machine linked to our behaviour policy. KS4 students will also help produce the school newspaper which is written by students, for students and issued monthly. All of our teachers are responsible for the developing the love of reading. We recognise that reading occurs in many guises and therefore, we provide a wide variety of texts beyond the traditional written word, such as comics, song lyrics, magazines. Classroom bookshelves are stocked and children may take books home if they wish.

In KS4, pupils work towards obtaining a qualification in AQA GCSE English Language and/or Functional Skills. The pupils sit two language papers that test a variation of reading skills and techniques, including retrieval of information, examination of language used and summarising an extract.

## **Impact**

All pupils will be able to read with accuracy, speed, confidence, fluency and understanding. Pupils will be prepared for the next step in their education whether that be the next key stage, a return to a mainstream setting, employment or training. Pupils will gain a lifelong love of reading and gain strategies to enable critical thinking when engaging with text online.

A wide range of strategies are used to measure the impact of our reading curriculum. The impact of learning is measured through daily formative and regular summative assessment. Children who are not achieving in line with expectations are given intervention sessions in order to address any misconceptions and to allow children to progress with their learning.

