Boston Endeavour Academy **Reading Policy**
Published: 28/09/2025
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# Reading Policy

## 1. Rationale & Aims (Intent)

1.1 Reading is vitally important and at BEA we want to ensure **every child is exposed to reading,** regardless of curriculum pathway or age. From sensory experiences to full-text comprehension, we honour all forms of engagement with reading. Our inclusive culture ensures that reading is:

- **Accessible** to all learners
- **Enjoyable** and emotionally rich
- **Relevant** to pupils' lives, interests, and EHCP outcomes
- **Functional** for communication, independence, and lifelong learning

1.2 The skills of communication and reading are critical for all pupils to ensure that they can access the entire curriculum and successfully access the community in a safe and functional way. There is a total communication approach across school which honours all forms of communication and expression through individuals preferred communications styles. Curriculum pathways (EYFS, pre-formal, informal, semi-formal, formal and post 16) enable pupils to have an appropriate curriculum provision to meet the specific needs of each child. Each pathway has its own assessment system (see assessment policy). Where a pupil has a particular strength or special interest the curriculum is flexible to accommodate these interests and strengths.

1.3 Reading is a core part of the curriculum and is designed to meet the diverse needs of all learners. We recognise that reading development is not linear and that progress looks different for each pupil. Across all pathways, we promote a culture of reading for pleasure, recognising reading as a tool for communication, independence, and emotional connection.

## 2. Whole-School Approach, Curriculum and Teaching (Implementation)

2.1 Communication, interaction and language acquisition are embedded into every aspect of a pupil's day and is consolidated through effective adult modelling and with targeted and incidental learning opportunities.

2.2 Pupils are initially assessed through a Read Write Inc baseline assessment or STAR Reader through Accelerated Reader platform. From these assessments there is a discussion to allocate different interventions such as 1:1 phonics, small phonic groups, and reading comprehension for more capable and fluent readers. Phonics sessions are led by a staff member who has had Read Write Inc training and follows our adapted RWI sequence of delivery. Where required, learning activities are further adapted to meet the individual learning needs. Phonics sessions are delivered Monday-Friday for 45 minutes and English sessions are for 1 hour, 4 times a week. In EYFS/KS1, play with sounds is a daily session and some children have specific 1:1 sessions.

2.3 A love of reading is promoted throughout the school through reading for pleasure sessions, sharing whole class texts, spending time looking at and sharing books, use of the library and discussing what books staff and pupils enjoy.

2.4 Home school reading is promoted using reading records, e-books through Accelerated Reader and Oxford Owl.

2.5 There is the expectation that pupils' experience reading every day in every pathway (this will look different for each child and each pathway).

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2.6 Overview of Implementation of Reading in pathways

| EYFS | Pre-formal | Informal | Semi-Formal | Formal | Post 16 |
|---|---|---|---|---|---|
| Reading at Boston Endeavour is to be an enjoyable motivating risk free experience that is fun and brought to life with engaging learning environments that support language and vocabulary development. | | | | | |
| Play with sounds<br><br>Love of Reading<br><br>Total Communication, visuals, symbols photo, sound mats<br><br>Objects of Reference | PLGs and Pick and Mix to provide relevant and purposeful strategies, activities, pedagogies and approaches for each individual child<br><br>Total Communication<br><br>Assistive Technology<br><br>Intensive Interaction and Attention Time<br><br>Repetition and Routine<br><br>Letter and Sounds Phase 1<br><br>TAC PAC/ STARS | Functional Reading<br><br>Communication<br><br>Sensory and Interactive stories<br><br>TAC PAC/ STARS<br><br>Attention Time<br><br>Symbol/Photo/Object Exchange<br><br>Letters and Sounds Phase 1 | Phonics/English Lesson 5/4times<br><br>RWI and RWI comprehension 45 minutes sessions 5 times a week<br><br>Some pupils access Talk Through Stories<br><br>Access to appropriate class and school resources that develop communication and reading skills<br><br>Decodable books and love of reading sent home<br><br>Appropriate scaffolding resources, word mats, sound mats | Phonics/English lessons<br><br>4x 45 minute per week<br><br>Accelerated reader and STAR assessment<br><br>Well-resourced library with books that match the pupils developmental stage and interest<br><br>Access to appropriate class and school resources that develop communication and reading skills<br><br>Decodable books and love of reading sent home<br><br>Appropriate scaffolding resources, word mats, sound mats | Functional literacy skills<br><br>1 hr a week English plus 1 top up<br><br>Talk through Stories |

## 3. Inclusion & Adaptation

3.1 Curriculum pathways enable pupils to have an appropriate curriculum provision to meet the specific needs of each child and each pathway has its own assessment system (see assessment policy).

3.2 Where a pupil has a particular strength or special interest the curriculum is flexible to accommodate these interests.

## 4. Assessment & Monitoring (Impact)

4.1 Reading is tracked using formative and summative assessment. For EYFS, Pre-formal and Informal pathways assessment for communication/reading involves using focussed observation relating to Personalised Learning Goals (PLGs) from the individuals Education Health Care Plan (EHCP). These are tracked and monitored through our assessment platform Evidence for Learning. For Semi-formal leaners who engage in subject specific learning their progress in reading is tracked through Read Write Inc assessments, observations on Evidence for learning related to the English criterion of Beginning, Progressing, Consistent and Skilled and is tracked against the strands of English, this includes Speaking and Listening (expressive and receptive communication), Reading (word Recognition, comprehension), Writing (handwriting and composition) and Vocabulary.

4.2 Read Write Inc assessments are conducted three times a year (termly) to track progress and ensure correct groupings. Pupils working at the early stages of RWI, or those identified through teacher judgement as ready to progress, may be assessed more frequently, up to six times a year.

4.3 For formal learners the use of STAR assessments through Accelerated Reader are used minimum of three times a year (termly) and through the formal pathway assessment with the use of an assessment mark book using BromCom and Preparing for Life Goals (PfLGs). The STAR assessment provides teachers with a reading age for each pupil.

4.4 Pupils at Boston Endeavour Academy are not working at age related expectations and therefore the majority of the EYFS baseline assessments and phonic screening assessment would be disapplied. Equally it is unusual that we have students who can access the end of key stage assessments if pupils are able to access these, we make the necessary adjustments as required. As many of the students are not working at age related expectations, we focus on the stage they are at.

## 5. Resources & Environment

5.5 Reading is promoted throughout the whole school environment at Boston Endeavour Academy, where appropriate reading/book corners are visible with comfy seating to promote a love of reading and creating opportunities to share books. Sensory stories are used to ensure engagement and to create a love of reading for pupils who may not be able to access books without support. At all times, pupils are in a language rich environment and total communication is honoured to promote language acquisition, increase vocabulary and to show that signs, symbols and text have meaning. Displays around school celebrate texts that pupils have been sharing and experiencing, the library is always accessible to students.

## 6. Promoting Reading for Pleasure (Impact)

6.1 Reading is continually promoted with daily reading routines and structures, this may involve sharing a sensory story each day, using symbolised recipes and instructions to promote that visuals/text carry meaning, reading 1:1 with pupils, reading for pleasure and structured phonics and English sessions.

6.2 Throughout the school year reading is promoted with events such as World Book Day, National Poetry Day, Take 10 to Read, author encounters and other opportunities.

## 7. Roles & Responsibilities

### 7.1 Senior Leadership: Have a strategic oversight of reading

To liaise with reading lead and plan for effective whole quality assurance.
To liaise with reading lead to ensure that there is a development plan.
To coach the reading lead.

### 7.2 Reading lead: Have oversight of reading

To liaise with colleagues to ensure that the subject and flight path is connected and appropriate.
To track and monitor the quality of teaching and learning of reading.
To track and monitor the progress of pupils within reading.
To support teachers in developing their subject specific knowledge through training and development.
To support teachers in accessing effective resources to deliver the subject.

### 7.3 Staff Responsibilities:

To ensure high quality teaching and learning of reading and reading skills.
To ensure that pupils make good progress within reading.
To deliver sessions and resource sessions appropriately.
Promote family engagement and provide guidance for reading at home.

**8. Professional Development (Impact)**

8.1 Staff have regular training in phonics and the reading lead works closely with our Read Write Inc consultant. This includes development days and keeping up to date with current practice in phonics and reading. Professional development is tailored for each pathway to promote reading at a relevant stage for each pupil such as, talk through stories, sensory stories and accelerated reader training.

**9. Policy Review & Evaluation**

9.1 The policy is reviewed annually and the Headteacher is responsible for monitoring its effectiveness, feedback is sought through pathway school councils, parent survey and staff surveys as well as meetings to inform and refine the policy.