



## DENBIGH SCHOOL

### **Reading Statement of Intent**

Reading underpins success across the curriculum. As such we support all students in developing essential reading skills so that they can access our broad, balanced and ambitious curriculum. We use our knowledge of students reading proficiency to create high quality teaching and learning opportunities for students to develop their core reading skills of fluency, vocabulary acquisition, comprehension, inference, analysis and prediction in order to prepare them for the next stage of their education. This is underpinned by wider opportunities across the school to develop and promote a culture of reading to promote engagement in learning, enhance students' cultural capital and to boost the well-being of all students.

### **Reading Strategy**

At Denbigh School we aim to:

1. Develop a culture of reading by providing opportunities to read both inside and outside of the classroom.
2. To embed the explicit teaching of reading across the curriculum.
3. To identify and support students who have fallen behind expectations in reading.
4. To develop a purposeful library provision that supports reading.

We do this through:

#### **1. Disciplinary Literacy**

We will embed the explicit teaching of both Tier 2 and Tier 3 vocabulary.

- All teaching staff will identify key vocabulary when planning lessons.
- All teaching staff will signpost key vocabulary at the beginning of each lesson.
- All teaching staff will teach the understanding, retention and application of vocabulary.
- Students will be able to effectively apply learned vocabulary in spoken and written form.
- Develop and embed an ethos of 'word consciousness' across the school.
- All staff to have access to high quality CPD including effective reading strategies, effective writing strategies, teaching of vocabulary and phonics.

## **2. Develop a culture of reading by providing enhanced opportunities to read.**

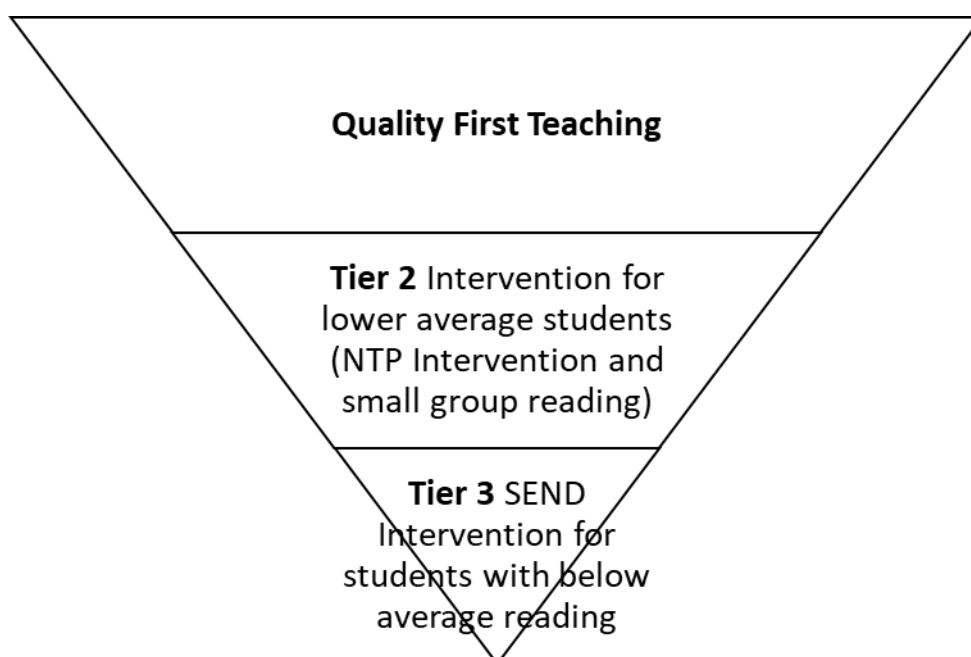
Students are provided with wider opportunities to engage with reading and develop core skills beyond the formal curriculum through:

- Reading opportunities within the tutorial programme.
- Promoting reading through curriculum reading recommendation displays.
- Calendared events dedicated to reading. These may include DEAR sessions, World Book Week celebrations, author talks.
- Reward schemes and competitions to promote and reward reading for pleasure.
- Opportunities for students to lead reading across the school.

## **3. Functional Literacy**

Students who have not yet reached at least expected levels of progress in reading will be provided with additional support to bridge gaps in learning to enable them to access the curriculum.

- All students in Key Stage Three will sit an Access Reading Test in Year 7 & 9 to determine reading proficiency in the following areas:
  - Literal Comprehension
  - Vocabulary
  - Analysis
  - Inference
- Identified students will be provided with intervention, with the support of the SENDCo where appropriate, to bridge gaps in learning. Progress will be reviewed regularly through both low-stakes and summative assessment.



#### **4. To develop a purposeful library provision**

Students will have access to a well-resourced library that meets the needs of students and supplements learning within the classroom.

- Students have access to IT resources within the library.
- Resources within the library will cater for readers of all abilities.
- Students can borrow resources from the library and are trained on how to use the online catalogue system.
- Resources are catalogued to support students in selecting books that are appropriate for their reading ability.
- Student voice will be used to support the future development of the library and to ensure resources meet student need.