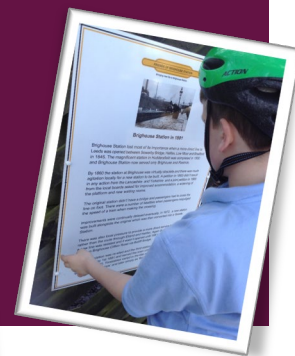
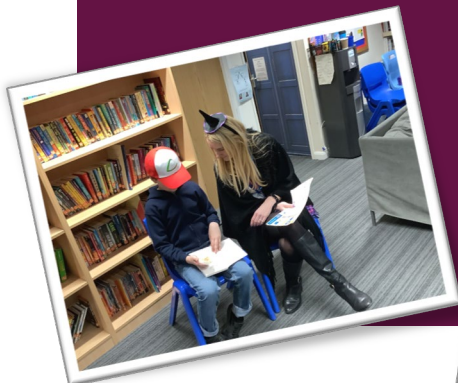


# Reading at The William Henry Smith School & Sixth Form



## Intent

Reading is an essential life skill and is important in the process of developing students to become independent learners.

Reading is central to our ability to understand, interpret and communicate with one another and therefore we are committed to enabling our students to become lifelong readers.

Regular readers have a higher chance of fulfilling their potential and we aim to lay the foundations for success in future study and employment for all our boys.

At the heart of our reading intent is our drive to foster a love of reading in all and an ambitious aim to enable all students to become functional readers and reach their potential.

## Implementation

We use a range of different programmes to support our students in reading, including a synthetic phonics programme called Read, Write, Inc. Accelerated Reader is also used throughout school for daily personalised reading practice and there are opportunities for staff to read aloud to students, in order to create a positive reading culture and environment.

Students are encouraged to read aloud, in order to build their confidence and ask questions when they are listening or reading.

Students are offered a wide variety of text types as reading materials, encouraging them to read books that are different to their interests.

Students are provided opportunities to reflect on texts and write book reviews for their peers, whilst expressing personal opinions.

All staff and students are given the opportunity to read independently in our DEAR sessions (Drop Everything And Read) on a weekly basis.

Students access VIPERS regularly to develop their comprehension skills.

Staff regularly undertake CPD to improve engagement with their students and enhance their methods of encouraging reading.

SaLT interventions target students who need specific support with communication skills.

As part of the 24-hour curriculum, students are encouraged to read within the residential setting and some of our students engage with stories at bedtime to support the love of reading.

## Impact

The progress of students in reading will be continuously monitored throughout the school year. We use STAR reading assessments (or SALFORD for those working below the level of STAR) to identify current reading ages and monitors progress over time. Regular Accelerated Reader quizzes are used to provide diagnostic reports for each student.

All students will have the opportunity to work towards external qualifications depending on their own individual pathway which may include Step Up to English ELC, Functional Skills Level 1 and 2, GCSE English Language.