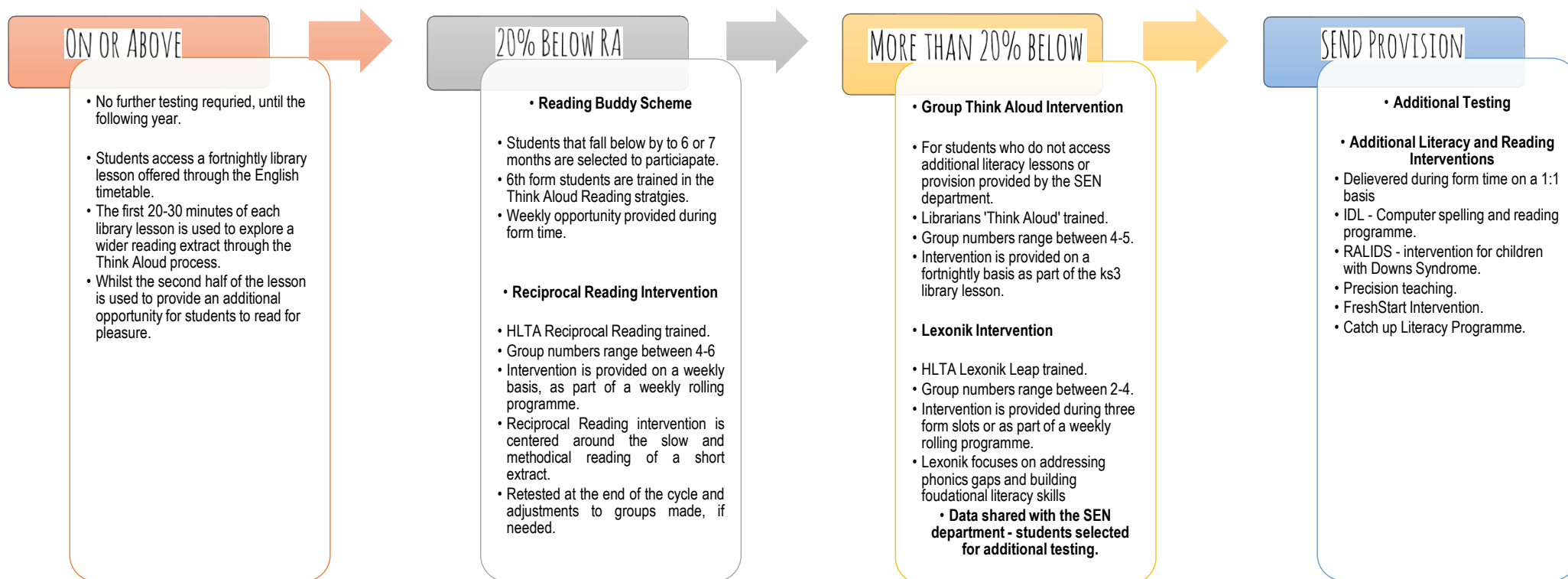


## Reading Provision – Trinity School

As students enter Trinity school, they are initially tested using the standardised online reading test (Literacy Assessment Online). Data is then used to inform which strand of provision is to be actioned.



All key stage three students, no matter the provision strand they fall into, are provided with the following reading opportunities:

DEAR is a regular time set aside in the classroom schedule for both students and teachers to simply 'drop everything and read'. Repetition of DEAR across a school week will not only promote the importance of reading but also highlight that it is an essential life skill, not just a requirement of English lessons. DEAR tends to be scheduled at the same time each day or week, so that students recognise that reading is a priority and can also look forward to reading for pleasure. DEAR allows students to take ownership of developing this essential skill through reading something of their own choosing; ultimately, it has the capacity to accommodate a variety of interests and abilities as students must select books for himself/herself.

Trinity DEAR: the first 15 minutes of each school day is used for DEAR time – no matter the subject – across the KS3 timetable. Each student is required to bring a book from home or select a book from the library before DEAR time. During this time, Teachers are encouraged to read alongside students but may also wish to discuss what individual students have chosen to read.

Trinity Group DEAR: 'Group DEAR' simply acts as an extension of the 15 minutes of DEAR completed at the start of each day. It offers both teachers and students an opportunity to 'drop everything and read' together. 'Group DEAR' not only models 'reading for pleasure' but it also allows students to openly verbalise their thinking, both of which are key to becoming strategic readers. During form time, each tutor reads a section of the year group book (e.g. The Goldfish Boy – year 7), whilst students sit back and listen. Following the reading, students are given a set of questions to consider and discuss, these questions may focus on a small extract or a complete chapter. As part of the discussion activity, students will be asked to combine Oracy skills and the Think Aloud reading strategies.

