

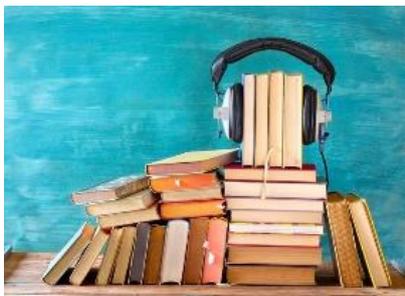
At Holy Trinity, our vision for reading is encompassed in our motto of *Learn to Love, Love to Learn*. Reading is a navigator and allows young people the opportunity to learn, acquire new understanding, meaning and knowledge and one of our priorities as a school is to ensure that **our students love reading** and embrace learning through reading.

Reading is a key focus through many different strands including timetabled curriculum programmes such as **Readingwise and Jumpstart** where students who are not considered secondary ready are taught the necessary phonics and reading skills to allow them to access learning and complex vocabulary across the curriculum.

In addition, students access **First News** through our Tutor Time programme, this allows students to be introduced to contextual and environmental issues, broadening and deepening their knowledge of the world around them. This reading tool is utilised by not only form tutors but teachers too who, when necessary build this into their curriculums.



To develop our school's love of reading further we have bought into an **e-book and audio book virtual library, Sora**, which allows students to read and listen to a range of materials, fiction and non-fiction on their electronic devices, which is available across the school to staff and students. Our Senior Leaders and Prefects attend form time to read to students, sharing their favourite reads which broadens students' knowledge of authors and genres and encourages them to choose new themes when we **Drop Everything and Read**. In the same way our dedicated focus on **World Book Day and National Poetry Day** engages them too as we celebrate this across the school throughout each period in the day and recently through events such as Remembrance Day and Advent, we explored these events across the school through fiction, non-fiction and poetry.



*'Reading for pleasure is more important for children's cognitive development than their parents' level of education and is a more powerful factor in life achievement than socio-economic background.'* (Sullivan and Brown 2013)

We have a focus on engaging boys and one way of **promoting boys' love of reading** is by having male teachers, such as the Headteacher, promote their own love of reading. As well as this, the library catalogue is expanding and evolving as we believe that an exciting collection will **encourage all of our students to discover new authors, new voices and new perspectives.**

With reading, understanding language and being able to infer and deduce comes hand in hand with understanding complex vocabulary. Therefore we focus on developing students' language skills through **'Word of the Week,'** which allows students to understand the etymology of language and its meaning and **raise awareness of language across the school.** We also engage students further with 'Books of the Week,' subject linked reading lists, themed reading lists that may link to current events and 'Article of the Week'.

**fundamental**  
adjective  
very important or essential

fundamentally  
fundamentals

**fundamental**

Latin: fundamentum (foundation)

Who might use this word? **journalists, scientists, human rights campaigners**

Science: One of the fundamental laws of nature is that energy cannot be made or destroyed, just transformed from one form into another.  
History: The Universal Declaration of Human Rights was the first attempt to set out the fundamental rights and freedoms shared by all human beings.  
Other examples: Holy Trinity Catholic School believes that respect is a fundamental principle on which we build our relationships.

***'Participation in shared reading groups is linked to enhanced relaxation, calmness, concentration, quality of life, confidence and self-esteem, as well as feelings of shared community and common purpose.'***  
***(Longden E., Davis P., Billington J., et al (2015))***

In some curriculum areas, leaders have remapped Intent planning to build in opportunities for wider reading, again **promoting a love of reading.** For example in Religious Education, in Year 7 students are now exposed to The Lion, The Witch and The Wardrobe, drawing parallels to Jesus and The Bible.

As part of our Behaviour and Rewards system in school, **books are used to reward students** for their positive attitudes to learning. Students can choose from a range of materials, which thanks to their broadening of authors and genres throughout the academic year, they are able to choose wisely.



As a school, we invest in our teachers' love of learning and have broadened teachers' knowledge through CPD sessions and we have **created opportunities to share a love of reading** through Inset wellbeing time and staff book club.