



Strategic Aims

- To raise the reading ages of students, and promote reading for pleasure
- To assess literacy attainment for years 7 and 8, by tracking reading ages
- To track student progress at all key stages and abilities
- To involve all staff in literacy provision
- To devise whole school strategies and systems for literacy development

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Introduction

At Ernest Bevin Academy we want all students to leave school with the ability to communicate clearly, with precise use of punctuation and with a confidence in their ability to speak and write well in a variety of contexts. Additionally, vocabulary and reading age are the two most powerful predictors of GCSE achievement. The literacy aims are:

- Ensure that all students are supported to become fluent readers
- Ensure that students are taught how to read and write academic texts in different subjects
- Develop students’ vocabulary, ensuring that they learn both subject specific terminology as well as academic vocabulary
- Provide opportunities for students to explore and celebrate a variety of texts and perspectives, providing a wider cultural experience
- Support the development of writing in all subjects
- Teach students how to develop their spoken language skills (oracy)

Tracking Student Progress

In years 7 and 8 students have their reading age assessed. Reading age, compared to chronological age, enables us to track and record student progress. Based on a student’s reading age and standardised reading score interventions are planned, and the impact is tracked.

To meet the needs of all students, a 4-wave approach is used:

Reading Intervention		
Wave 1	All students are taught reading strategies that will help them become proficient readers. Staff promote reading fluency in their lessons and as part of a whole school reading programme.	<i>Strategies: Reciprocal Reading, Before/During/After reading, academic texts in lessons, fluency strategies used in lessons.</i>
All students in years 7 and 8 are tested in September/November and June/July using the New Group Reading Tests (NGRTs). Using the NGRT data, the specific needs of students are identified, and students grouped accordingly.		

Wave 2	Students who have a standardised age score of 90-100: These students are within an average range but not quite at their age-related level and need to be supported and monitored. Students in this category should complete a mid-year and end of year NGRT.	<i>Strategies: LSA/librarian checking in with students' reading, reading journals, peer or paired reading, home liaison.</i>
If students score less than 90 on the NGRT, we use secondary testing to further diagnose reading difficulties including reading accuracy and comprehension. If there is a significant difference between sentence completion and passage comprehension in the NGRT, we may consider screening for dyslexic tendencies.		
Wave 3	Students who score below 90 but are fluent in decoding may have difficulties around comprehension. A comprehension intervention may be a suitable intervention. Students in this category should complete a mid-year and end of year NGRT.	<i>Strategies: Reciprocal Reading groups or direct instruction</i>
Wave 4	Students who score below 85 and who are unable to decode fluently should be on a phonics intervention. Students in this category should complete a mid-year and end of year NGRT.	<i>Strategies: Lexonik Leap phonic programme</i>
After each cycle of intervention, all students are reviewed in terms of their progress to ensure that they are still in the correct category. This is completed in conjunction with the SEND department.		

For SEN and EAL students reading ages are tracked to plan interventions and review student progress.

Reading for Pleasure

To encourage reading for pleasure, books are distributed and used by tutor groups during form time. Students have focussed reading time following the same book and listening to the tutor or a member of the senior team read. This takes place once a week for year 10 and three times a week for years 7 to 9. Tutors may read to students or ask students to read aloud. At the end of the tutor time the tutor asks questions based on what they have just read. This increases student discussion and exposure to a wide range of reading books. We have carefully chosen challenging texts from a wide range of cultural experiences.

Literacy world events such as national poetry day, world book day, book fairs and international literacy day are celebrated. Such events, raise the profile of literacy at the school and increase student exposure to the value of reading. The library also runs a reading challenge in which students that have read at least five books per term are entered into a prize draw.

All students should carry a reading book with them and are encouraged to make use of the library where the school librarian can support choose suitable books. The library is open to students during break, lunchtime and after school (until 4pm) and students can gain support with homework. Sixth form students have use the library throughout the day for independent study.

Wider School

Teachers value the importance of literacy and plan for the development of literacy skills in their lessons. Curriculum leaders work with their teams to deliver consistent approaches to develop confidence and skills in speaking, literacy, reading and writing. In all subject areas teachers aim to improve the literacy skills of students through a range of strategies:

Speaking & Listening

- Appreciate talk as a valuable area of learning
- Effective use of teacher talk
- Effective questioning
- Use a variety of groupings – pairs, ability, friendship, and random groupings
- Model the language expected
- Teach functional skills explicitly how to use talk to construct arguments, comprehend texts and solve problems

Writing

- Offering students models for writing, in a range of forms
- Provide appropriate writing activities for all abilities
- Define the appropriate style for pieces of writing
- Demonstrate to students how to organise their writing
- Provide annotated examples of writing in the subject, so that students understand what is required e.g., using a visualiser in lesson to showcase a student's work
- Teach the essential writing ingredients for each subject
- Assess and mark work to build student confidence in writing
- Display useful phrases that help students to link and develop their ideas in writing e.g., connectives are listed in the back of student's books
- Encourage students to draft their writing
- Teach students how to spell subject vocabulary

Reading

- Present reading tasks at a suitable level
- Draw students' attention to structure, layout, form, print and other signposts
- Take students through a book they use often and show them how to find their way around it
- Develop strategies for reading alone e.g., how to skim or scan
- Promote reading for pleasure
- Establish expectations for students reading aloud and reading individually

Spelling, Punctuation & Grammar

- Mark student work consistently in line with the school expectations to identify errors
- Clear expectations are given to student in relation to the accuracy and quality of language
- Different registers are explicitly taught or commented on, with clear guidance for their use e.g., use of formal language in a report or use of slang/dialect when recreating a dialogue
- Lessons are planned so that common errors and misconceptions are identified and can be clarified

Vocabulary

- Explicitly teach key words – their meaning, spelling, and different uses
- Find (and plan for) opportunities to discuss key words
- Link key words to similar words
- Use classroom displays to reinforce key words and refer to them during lessons
- Provide opportunities for students to hear, see and use key words in context

Reviewing the Literacy Programme

Reading ages will be used to review progress and the effectiveness of interventions. The literacy programme will be reviewed each year.

