



Leigh Academy Rainham

Literacy Strategy

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Introduction

We believe that all teachers are teachers of Literacy. A range of activities are ingrained within each subject's core curriculum and in every day Academy life. The development of strong literacy improves the life chances of young people and gives them the key skills that are the fundamentals of everyday life. Literacy includes reading, writing, speaking and listening; all of which are developed each day and are a core element of all curriculum areas.

This document gives some examples of the strategies we use to nurture and develop the literacy of all of our pupils. These are strategies that are not confined to the Academy and they are areas that can be practised and developed at home.

Our strategies are colour-coded below:

Reading strategies

Writing strategies

General literacy

Literacy Strategies:

INTENT (Vision)	IMPLEMENTATION (How this is achieved at LAR)	IMPACT
<p>Weekly interpretive reading literacy activities are tailor-made for all form tutors to use. They are designed to address and rectify specific weaknesses in basic spelling, punctuation and grammar. Whole school CPD is delivered to all staff as compulsory training to ensure teachers are aware of how important this is for pupils and are confident in their delivery of this.</p>	<p>We have the expectation that all staff deliver a weekly literacy lesson working on specific spelling, punctuation and grammar skills during form time.</p>	<ul style="list-style-type: none"> • Pupils become accustomed to reading transactional writing that not only builds their vocabulary to discuss our Theme of the Fortnight, but enhances their cultural awareness and encourages discussion. • SATS data, termly assessments, and reading assessments have been used to determine specific weaknesses and targets in literacy that need to be worked on during these sessions.
<p>The whole school reads routinely every day during registration time. Reading books are a part of required equipment for our pupils. Reading during the school day, as guided by Ofsted, encourages pupils to habitually read for pleasure and enjoyment. It allows staff and pupils to celebrate reading and completing books and feel accomplished when this is achieved.</p>	<p>We have embedded a weekly practice of independent DEAR time every form time for the first 5 minutes.</p>	<ul style="list-style-type: none"> • This independent reading programme helps students build a lifelong reading habit and refines and develops both their written and verbal oracy skills. • Pupils see that Literacy and reading is a whole school initiative and it's important no matter what room they're in. • Pupils who struggle to read independently can work 1-1 with their form tutor in a guided reading style to aid specific literacy struggles.

		<ul style="list-style-type: none">• In the future - Tutors will be able to select a 'Class Read' and read as a whole class to support confidence in reading aloud and encourage positive discussions about books and what pupils enjoy.
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Our Year 7 and Year 8 cohort have timetabled a Library Lesson once a fortnight as a part of their English lessons. We use the Accelerated Reader (AR) programme to determine pupil reading ages and levels. Pupils are guided to select a book, read it and quiz on AR it within the fortnight.

Our library lessons are centred around the Accelerated Reader programme. It is a whole-class reading management and monitoring programme that aims to foster the habit of independent reading among primary and early secondary pupils. Using AR, pupils take a 'Star Reader' test and are given a reading age and level. During this library lesson hour, students are guided by teachers towards books that interest them within their reading age. All teachers are aware of students' current reading levels and can use this information to guide students towards progress. Via AR, teachers can set retention testing, spelling tests and vocabulary tests that are completed at the beginning or end of either these lessons or an English lesson. Pupils can take computerised quizzes on the books they have read and earn Accelerated Reader points related to difficulty. As a way of engaging our students, we also run ongoing yearly reading challenge competitions.

- All of our pupils are able to loan books to enhance reading development.
- All pupils have a safe and silent space to read within.
- Class teachers are able to monitor reading ages, recommend texts and guide pupils through novels for pleasure. This actively promotes reading for all.
- AR reading tests focus on the decoding of texts and gauges comprehension levels as opposed to reading fluency. Rewards are based on understanding as opposed to speed or clarity.
- Positive effects on reading comprehension and reading achievement.
- Once 'Star-Reader' tests are taken, AR suggests novels for pupils to read to challenge and inspire them.
- Pupils are always being stretched and are never sitting within a comfort zone.
- Accelerated Reader appears to be effective in engaging male pupils in reading, and fosters a sense of achievement and pride in their scores.
- Pupils at very low levels of reading can grow into independent, and proud readers despite needing initial support.
- Our school can lead robust evaluations of our planned literacy and reading interventions.

<p>To foster a culture of 'reading for pleasure', we have invested in class sets of fiction novels that will allow all pupils to enjoy guided reading and discussion with their teacher and peers. This ensures that library lessons are purposeful and drive progress in reading ability.</p>	<p>We have invested in sets of books to use as class readers so that all pupils have at least 30 minutes of purposeful, uninterrupted reading time as part of their library lesson.</p>	<ul style="list-style-type: none"> • All pupils will have a shared reading experience and be able to discuss the novel with their peers. • Pupils at a low reading ability will build confidence from accessing the same novel as their peers. • Class teachers will be able to link literary features and devices between lessons and the class reader for enhanced recall and retention. • Pupils feel a sense of accomplishment at having completed a novel outside of set texts.
<p>All pupils take part in the Writing Mastery programme to support fundamental literacy skills and address any knowledge gaps that resulted from missed KS2 learning throughout the pandemic.</p>	<p>The Writing Mastery programme involves all pupils completing a lesson once per fortnight which focuses on a key area of written English. The programme is designed to teach the key rules of writing and for pupils to master each rule before the programme moves on.</p>	<ul style="list-style-type: none"> • Helps to engage, challenge, and motivate students to take ownership of their learning. • The programme allows peer and self-assessment throughout which gives teaching staff a clear indication of where learning gaps are. These can be quickly addressed. • Pupils are developing core literacy skills which will allow them to access the whole curriculum. • Pupils will cover how to effectively use punctuation and grammar to ensure that their writing is always coherent and accurate.
<p>We ensure that all classrooms have a culture of writing in full sentences and silent extended writing time.</p>	<p>Our pupils can expect that in all subjects, they will be required to write in full sentences with accurate spelling and grammar. Teaching staff will correct any mistakes that they spot in pupils written or verbal English. All staff use our literacy marking policy alongside their own subject mark schemes when marking pupil work,</p>	<ul style="list-style-type: none"> • Pupils are developing core literacy skills needed to access the curriculum. • Establishes and expands comprehension skills that engage with the content of a variety of text types and formats. • Pupils will cover how to effectively use vocabulary, punctuation and grammar so that their writing is coherent and accurate.

		<ul style="list-style-type: none"> • Pupils will also have the opportunity to develop spoken language skills.
We ensure that poor handwriting is not a barrier to extended writing.	Based on teacher recommendation across years 7 & 8, we offer weekly handwriting intervention sessions to support students in writing legibly. Poor handwriting can lead to spelling difficulties, making it hard for students to read and write fluently. We use classic poetry and literature as source material to further embed the importance of sentence construction.	<ul style="list-style-type: none"> • Pupils are able to write clearly and legibly. • Teaching staff are able to read pupils' work and address spelling and grammar mistakes. • Establishes the importance of well presented work and taking pride in classwork.
We ensure that pupils read non-fiction by ensuring that news stories are read as part of form time.	Our pupils sit a bi-weekly news quiz as part of form time, after they have read key news stories from the week. In our dining hall, weekly news is available on each table along with talking points to allow pupils to reflect and verbalise what they have read.	<ul style="list-style-type: none"> • Pupils are engaged with events in the world, allowing them to become global citizens. • Pupils are exposed to transactional forms of writing which will enhance their ability to complete transactional tasks in KS4. • Pupils will learn about journalistic bias and unreliable sources which will build our Leigh Learner Values of being a thinker and an inquirer.
We ensure that pupils are exposed to reliable news sources and have the confidence to discuss what is happening in the world with their peers.	Our "Talking Points" newsletter is displayed in plastic covers on each table in the dining hall and pupils are encouraged by staff to engage with this material and discuss it with their peers.	<ul style="list-style-type: none"> • Pupils are engaged with events in the world, allowing them to become global citizens. • Pupils are exposed to transactional forms of writing which will enhance their ability to complete transactional tasks in KS4. • Pupils will also have the opportunity to develop spoken language skills.
Our library encourages regular visits and incentivises pupils to read widely outside of English lessons.	The library is open for ALL pupils every break and lunchtime and pupils are encouraged to take new books out regularly. Our "Million Words" competition and reward points are used to recognise and reward children who read regularly. Our "Movie Afternoon" inter-college competition incentivises students to challenge themselves to read more frequently in order to achieve	<ul style="list-style-type: none"> • Pupils feel a sense of accomplishment at having completed a novel outside of set texts. • Pupils are exposed to a wider variety of literature.

	rewards.	<ul style="list-style-type: none"> • Pupils can choose a book at their reading level which will increase their confidence.
Spelling and grammar errors are rectified in a timely fashion to ensure that misconceptions are not embedded.	<p>All teaching staff will circulate lessons and, as part of our live marking policy, will highlight and correct spelling and grammar mistakes. All self and peer-assessment will have at least one SPaG WWW/EBI where appropriate.</p> <p>A list of common spelling mistakes across all subjects has been used to create a school-wide 100-word spelling test which will be used and tested during form times to ensure misconceptions and knowledge-gaps can be addressed in year 7.</p>	<ul style="list-style-type: none"> • Bad habits and misconceptions are addressed in every lesson and accuracy is rewarded. • Pupils understand the importance of spelling and grammar in every subject. • Pupils are developing core literacy skills needed to access the whole curriculum.
We ensure that pupils are exposed to “unseen” extracts and that reading for comprehension is taught as part of literacy activities.	Fortnightly, pupils are given an unseen extract linked to the pastoral theme of the fortnight during form time and their tutors guide them through activities that support comprehension, interpretation and prediction skills. Pupils then undertake a minimum of 10 minutes silent writing time, during which teachers will circulate to address SPaG and understanding errors.	<ul style="list-style-type: none"> • Pupils are exposed to a variety of literary voices and styles. • Pupils gain experience with the skills needed to tackle an unseen text at KS4. • Pupils can make connections between issues that are being discussed in pastoral time with perspectives from different authors and consider how language choices can demonstrate different feelings on a topic.
Pupils with the lowest literacy levels across the cohort will receive additional, targeted support.	From term 3, those pupils with the lowest literacy levels (based on CAT scores, AR reading data and Term 1 English Milestone data) will take part in targeted intervention sessions during PE lessons with our HLTA/school librarian.	<ul style="list-style-type: none"> • Pupils who were disadvantaged during the pandemic will be given additional support to enable them to catch up with their peers. • Intensive and individualised support will ensure that pupils can make rapid gains.
All teaching staff have high literacy levels and spelling and grammar standards are high across all displayed materials.	<p>SLT and MLT will ensure that all teaching staff have regular and targeted CPD which addresses gaps in knowledge (particularly where teachers are EAL or SEN).</p> <p>Learning walks and book QAs will target teacher standards in spelling and grammar.</p>	<ul style="list-style-type: none"> • Pupils will learn that literacy is important in all subject areas and that adults can also correct their own mistakes. • Teachers outside of the English Department will be able to

	All staff will be expected to model speaking in full sentences that are grammatically correct when speaking to children.	confidently deliver form-time literacy.
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Appendices:

Literacy Roles at The Leigh Academy Rainham:

Mrs J Plant	Vice Principal
Mrs C Stewart	School Librarian

Literacy Marking Policy:

All staff should use the following when marking pupil's work:

SP	Spelling mistake
G	Grammar mistake
P	Missing punctuation or punctuation mistake
T	Wrong tense used

//	Where a new paragraph should start
?	Meaning is unclear
C	Incorrect use or missing capital letter
^	Word or phrase missing
Exp	Error in expression of Standard English

Recommended Suggested Reading:

- David Didau, 'The Secret of Literacy: Making the implicit, explicit', 2014
- Andrew Jennings, 'Vocabulary Ninja: Mastering Vocabulary - Activities to Unlock the World of Words, 2019
- Doug Lemov, 'Reading Reconsidered: A Practical Guide to Rigorous Literacy Instruction', 2016
- Alex Quigley, 'Closing the Reading Gap', 2020
- Alex Quigley, 'Closing the Vocabulary Gap', 2018

Online Links:

- National Literacy Trust- <https://literacytrust.org.uk/>
- Grammar Monster-<http://www.grammar-monster.com/>
- British Council- <https://learnenglishkids.britishcouncil.org/grammar-practice>

Twitter:

- Literacy chat- @literacychat
- The Literacy Pirates- @LiteracyPirates
- The Children's Literacy Charity- @childsliteracy
- The Literacy Shed- @LiteracyShed
- Mighty Writer- @MightyWriter_UK
- Mrs SPaG- @Mrs_SPaG
- Renaissance UK & Ireland - home of myON, Star & AR- @RenLearnUK

