

1. Purpose and intent of the reading and literacy strategy

Current research strongly indicates that literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life.

Disciplinary literacy is an approach to improving literacy across the curriculum that emphasises the importance of subject specific support. All teachers should be supported to understand how to teach students to read, write and communicate effectively in their subjects.

Language and literacy provide us with the building blocks not just for academic success, but for fulfilling careers and rewarding lives. Therefore, developing a love of reading enables students to develop the skills needed to become life-long learners.

2. Strategic implementation of reading and literacy

- a. Every year group has a 'year group read' in form time
- b. All Key Stage 3 English groups have one LRC lesson a fortnight, focused on reading and literacy
- c. All subjects have Knowledge Organisers for every unit, and every year group – these are all available on the school website to support homework and pre-learning
- d. Lexia is used to support students who need additional, targeted literacy intervention
- e. Reading buddies run during registration; older students read with younger students whose reading ages are significantly below their current age
- f. Year 7 students arriving with significantly lower literacy and numeracy are removed from one of the two MFL subjects and have 3 additional hours of targeted literacy and numeracy
- g. Literacy and numeracy groups are run by the SEND to support students move on from Lexia
- h. Reading ages are assessed in Year 7 and Year 9 through external assessments; this demonstrates progress over time, and enable appropriate intervention to be in place at key transition points
- i. Accelerated Reader (AR) is not used – EEF research supports this and evidences that AR has limited to no impact on reading ages or growing a love of reading
- j. Reading for pleasure - students have access to extra curriculum literacy opportunities, including creative writing club, author visits, and school trips to theatre/poetry week
- k. Parental engagement - half-termly update in newsletter with reading suggestions and strategies for supporting children with reading at home
- l. Parent workshops are being embedded to support parents with reading at home too

3. Reading and literacy at subject level

- a. All subjects have a select range of reading strategies that are used within their area
- b. Reading strategies are standardised within each subject to support the skills required to best access the curriculum in each subject
- c. Knowledge Organisers are used to support learning and literacy within lessons ensuring all have access to key vocabulary
- d. All KS3 students have weekly 'skills lessons' to teach grammar and key reading and writing skills in English lessons

4. Reading and literacy at classroom level

- a. Students are read to in English, whilst also being given the opportunity to read aloud
- b. The faster reader strategy is undertaken each September in English lessons, supported by research showing this initiative can increase reading ages by up to 18 months
- c. All Key Stage 3 classes have library lessons in which targeted activities support reading comprehension and individual reading

5. Reading and literacy at student level

- a. Student passports identify those that needs coloured paper or overlays
- b. Students receive individual guidance (in KS3) as to which books they would enjoy reading
- c. Individualised interventions are in place, as identified above