

Abbey Grange C of E Academy

Literacy

Explanation of different parts of
our Literacy Strategy

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Literacy

Abbey Multi-Academy Trust is proud to be a '*talk rich trust*', where every child's voice is valued. We are committed to developing the vital communication skills of all of our young people so that they are supported and empowered to become the confident, articulate and globally minded citizens of the future. We are proud to be developing a culture of fluent, proficient communication within our academies, which has innovative teaching and learning at the heart of its philosophy: to work in partnership to educate, nurture and empower.

Literacy is at the heart of teaching and learning here at Abbey Grange. It refers to the essential communication skills of reading and writing; literate pupils communicate with a high level of fluency and sophistication, in both written and verbal forms. Literacy skills form a 'toolkit' which will enable them to experience a high degree of success across the curriculum and throughout their time at secondary school and beyond.

What we offer at KS3:

- All students always have a book in their bag.
- Every English lesson begins with silent reading for pleasure.
- Frequent opportunities to read and access a range of challenging literature texts: poetry, plays and novels in English lessons.
- Challenging tier 2 and tier 3 vocabulary starters explicitly taught in lessons.
- Literacy intervention homework booklets
- Spelling and vocabulary focus on all English REACT lessons
- Fortnightly Forensic Reading lessons to encourage detailed analysis of challenging fiction and non-fiction texts.
- Access to a book fair annually.
- Lists of recommended reading can be found on the Digital Resource Library – English – KS3 – Reading Recommendations.
- Intervention strategies to support with literacy skills such as Lexia and Accelerated Reader programmes.
- A hugely popular part of form time every week in Year 7, students read a modern fiction novel together with their form tutor to encourage reading for pleasure and reading fluency. The novels are diverse in content and character and work on a rota so students read a variety of texts over the year.

Forensic Reading:

Once a fortnight, in English lessons, students in Year 7 and Year 8 take part in Forensic Reading lessons. The definition of Forensic Reading means the critical,

independent or collaborative examination of reading materials in order to arrive at robust evidentially-based conclusions as to authorial intent, purpose and viewpoint.

It is a topical programme which encourages reading for pleasure, enhance students' cultural capital, ability to analyse language in challenging texts and enhance students' oracy skills. Students will engage with thought-provoking and challenging multi-modal texts intended to spark discussion, interest and debate.

Ultimately, Forensic Reading seeks to engage all young people in the enjoyment of reading for pleasure widely; it seeks to engage them in high quality material and stimuli that, otherwise, they would not be privy to. Forensic Reading strives to captivate the imagination of young people and our wider community which, in turn, will raise attainment and writing ability, especially in terms of text comprehension and breadth of vocabulary. In addition, students will develop positive reading attitudes, greater self-confidence as readers and find pleasure and set personal goals for reading in later life.

Current topics include: Women, Suffrage and Misogyny and Journeys and Futures. Students will apply their previous knowledge and understanding to historical and current social and political constructs, the human condition and the spirit and journey of life.

'A number of studies have shown that boys enjoy reading less than girls; and that children from lower socio-economic backgrounds read less for enjoyment than children from more privileged social classes.' (Clark and Rumbold 2008; Clark and Douglas 2011).

We aim to provide all students with the benefits that are synonymous with reading widely: general knowledge; a better understanding of other cultures; community participation; a greater insight into human nature and decision-making. Young people who read widely in their youth grow into adults who: value the viewpoints of others; speculate and formulate new ideas; and challenge the assumptions of the world around them.

What we offer at KS4 and KS5:

- Frequent opportunities to read and access a range of challenging literature and non-fiction texts.
- Explicit teaching on decoding questions across the curriculum.
- Emphasis on academic writing style and register in lessons.
- Specific teaching of Tier 2 and 3 vocabulary.
- Lists of recommended reading can be found on the Digital Resource Library – English – KS4 – Reading Recommendations.
- Extra - curricular book clubs led by English teachers to encourage a love of reading, sharing opinions, viewpoints and debates on a range of complex issues.

Whole School Literacy:

- Celebrating annual events such as National Poetry Day and World Book Day.
- Abbey 100: this is a vocabulary initiative to explicitly teach students Tier 2 vocabulary. Students are rewarded for using these words across the curriculum and are also tested on the spellings of these words in English lessons.

Drop Everything And Read (DEAR)

Once a week, the whole school participate in Drop Everything And Read. This is a hugely popular and successful strategy used in schools nationwide. This is timetabled on a rota to occur once a week for 30 minutes where all students and staff read a book of their choice to encourage reading for pleasure. At least once a half term, subject teachers will lead the session by reading to students a text relevant to their subject to encourage a breadth of reading and vocabulary.

"It's magical watching the whole school stop and really get their teeth in to a book."

Literacy Intervention

Accelerated Reader:

Accelerated Reader is a computer program that helps teachers manage and monitor children's independent reading practice. The young person picks a book at their own level and reads it at their own pace. When finished, the young person takes a short quiz on the computer. (Passing the quiz is an indication that they have understood what was read.) Accelerated Reader gives students and teachers feedback based on the quiz results, which the teacher then uses to help the student to set targets and direct ongoing reading practice. We use this programme to target individuals in Year 7 and Year 8 who would benefit for additional reading intervention with our intervention teacher and we see students make excellent progress in their reading age, seeing up to 8 months adding to their reading age.

At Abbey Grange there are a range of Quick Read books kept in the Galeena Room which are short books that students can read and quiz in 20-30 minutes. In addition, students are welcome to borrow a range of recently published and popular "long read" books from the Galeena Room. These usually take between a week and a month to read if students read for 20 minutes daily.

Lexi PowerUp Literacy:

PowerUp literacy is a digital, personalised, literacy intervention programme which will identify and then develop any areas of literacy where students are working below the expected level for their age. There are three main areas in this programme: Word Study, Grammar and Comprehension. Students are shown how to log on to PowerUp literacy in school and they will be given their log in

details so they can access the programme on any apple device or through the internet on a laptop or p.c.

The PowerUp Literacy programme is most effective when students use it regularly and the recommendation is that they try to access it for 20 minutes a day for 5 days per week. We use this as another intervention strategy to improve students' holistic literacy skills.

How you can help at home:

- Encourage reading for pleasure at home; aim for at least 10-20 minutes per day
- Ensure your child always has a book in their bag.
- Ask your child what they are reading and what they are enjoying.
- Look on the Digital Resource Library for reading recommendations grouped by theme.
- Support and encourage your child to participate in annual events such as World Book Day.

'Children are made readers on the laps of their parents.' —Emilie Buchwald

Characteristics of a High Performing Reader

- Receptivity to new ideas and concepts;
- Valuing others' viewpoints;
- Speculating about content;
- Strategising independently;
- Pursuing personal reading targets;
- Reflecting critically on content;
- Challenging assumptions made in texts;
- Interrogating any data or supporting images meaningfully;
- Connecting disparate ideas, sources and authors;
- Seeking alternative perspectives;
- Developing emerging mastery or 'fluency', in terms of analysis, synthesis and evaluation of text, for full participation in a democratic society;
- Concentrating, persisting and being resilient;
- Reading speedily and accurately.