



Da Vinci Academy
A L.E.A.D. Academy



"One Team, Changing Worlds"

Literacy & Reading Policy

Reviewed and updated September 2022

Context

“If standards of achievement are to be improved, all teachers will have to be helped to acquire a deeper understanding of language in education. This includes teachers of other subjects than English, since it is one of our contentions that every school should have an organised policy for language across the curriculum, establishing every teacher’s involvement in language and reading development throughout the years of schooling.” The Bullock report – A Language for Life (HMSO 1975)

This policy exists to assist all departments in the development of improved whole school literacy.

In the context of this document, the term “literacy” is used to refer to all aspects of language – reading, writing and speaking and listening. Students need to use these skills across the school in order to access the curriculum. If staff share responsibility for literacy, and we address literacy issues together, we can ensure that students go into the world comprehensively literate.

This means they can:

- read and write with confidence, fluency and understanding, employing a wide range of different reading strategies for different reading purposes.
- develop a growing vocabulary in spoken and written forms in order to better articulate their responses.
- understand a range of text types and genres – be able to write in a variety of styles and forms appropriate to the situation.
- apply a range of independent strategies to self-monitor and correct their work.
- develop their powers of imagination, inventiveness, and critical awareness.

All staff must demonstrate an understanding of and take responsibility for promoting high standards of literacy. Students should be taught in all subjects to express themselves correctly and appropriately using ‘Standard English’, and to read accurately and with understanding. The School will work to:

- Raise standards of literacy throughout the school.
- Enable students to access all subjects.
- Give students the skills needed to cope in the wider world.
- Involve all staff, students and the community in promoting literacy skills.

Intended Outcomes:

- Improve continuity of teaching & learning across the curriculum.
- Develop systematic & co-ordinated literacy support for all students.
- Develop literacy skills for all pupils.
- Enable all pupils to access the curriculum in preparation for GCSE.
- All pupils make outstanding progress, making more than expected levels of progress in reading, writing and speaking and listening.

All teachers are teachers of literacy. We are committed to developing literacy skills in all of our pupils, in the belief that it will support their learning and raise standards across the curriculum because:

- pupils need vocabulary, expression and organisational control to cope with the cognitive demands of all of their subjects.
- reading helps us to learn from sources beyond our immediate experience.
- writing helps us to sustain, order and express thought.
- language helps us to reflect, revise and evaluate the tasks we undertake, and on the things others have said, written or done.
- responding to higher order questions encourages the development of thinking skills and independent enquiry.
- improving literacy and learning can have an impact on pupils' self-esteem, motivation and behaviour.

Roles and Responsibilities

SLT & Literacy co-ordinator: embed literacy across the curriculum and in extra-curricular opportunities. Support development of departments and individual teachers in the teaching of key literacy skills, especially extended writing skills and explicit vocabulary teaching. Monitor Reciprocal Reading in lessons each term. Provide intervention to boost low reading ages.

SENDCO: contribute to pupils' development of reading, writing, speaking and listening through use of intervention (such as Lexia, Thinking Reading, Reciprocal Reader, Direct Instruction and small 1-2-1/ group work), to measure students' reading abilities and to accelerate the development of critical fundamental literacy skills in those students identified by assessment.

EAL coordinator: Support students to develop the four key skills of listening, speaking, reading and writing, to enable them to access the curriculum successfully. Expand subject vocabulary, use of grammar and develop writing skills. Assess students' English language and reading skills for setting and intervention.

Teachers/ CLs across the curriculum: contribute to pupils' development of reading, writing, speaking and listening in lessons. Identify specific literacy skills within long- and short-term planning. To embed explicit vocabulary teaching through a bank of selected key words, which will be in the knowledge organisers, long and medium-term plans. To encourage wider reading opportunities in. Key words will be recorded by the pupils on the initial teaching of the words, and these will be revisited throughout the unit of work being studied for that half term/ term.

Reading coach: work to co-ordinate and organise the delivery of Thinking Reading to the students who qualify for this intervention. To analyse the data that TR produces and use this to make decisions regarding the students who are on the programme.

English Department: provide pupils with knowledge, skills and understanding they need to read, write and speak and listen effectively. Ascertain student reading ages using ARTi / GL assessments. These results will be used for setting and intervention. To utilise GL assessment data from progress tests in year 7 and all other data for diagnostic purposes to accelerate progress and attainment.

Parents: support their children with home reading, homework and to improve children's literacy levels. Monitor pupils reading records and respond to feedback given. To support their children in developing their reading ages and reading for pleasure.

Pupils: take ownership of their own curricular and extra-curricular literacy and reading responsibilities.

Listed Interventions

Whole school reading

Whole school reading takes place four mornings per week for 20 minutes during form. These texts are chosen specifically as they are challenging and introduce the students to a wide range of vocabulary. Teachers read to the students to model reading fluently and students follow using a reading ruler. This exposure to reading will benefit all students with their reading skills, including the most able.

Lexia and Small group Reading

This intervention will be conducted with EAL/ SEND students who need additional reading and literacy support. This intervention is aimed towards students who test 69 or less on their standardised score for reading. Therefore, being very weak readers.

Thinking Reading Programme

This intervention is overseen by SMC, VHE and MWA.

A reading coach will lead the programme along with 4-6 LSAs and the academy librarian.

This intervention is aimed towards those who score 70-84 on their standardised score tests and so are below average in their reading. Currently, our focus is on Year 11 and 10 due to the limited time left to support their reading ages for their GCSE's.

This is a very intense and efficient programme which has been supported by the Opportunity Area funding in Derby.

Reciprocal Reading

This is a reading strategy which all staff have the responsibility to use on selected academic texts and reading opportunities in their subjects/ lessons.

Reciprocal reading works with 4 main areas of reading comprehension, these being: The predictor, questioner, summariser and clarifier.

Year 7 and 8 trial groups will continue where they have scored 86-99 standardised score in their reading tests.

Reading for Fluency

Identified students will be given an opportunity to read 1-2-1 with a member of staff weekly in order to develop their confidence in reading and give them opportunities to practice reading where they may not be able to do this otherwise.

Direct Instruction

DI will be used with Year 7 and a class in Year 8 this year to address students who come in with the lowest standardised scores. Staff delivering DI have had training and will take responsibility for the planning and delivering of DI and any relevant CPD.

Year 7 students will continue in DI until they graduate when they will be replaced by others who would benefit from the intervention.