



	Priority	Lead/s
1	Address reading and decoding issues through our 'Assess, Plan, Do, Review' cycle.	LP/HCJ/KFU
2	Promote reading for pleasure across the school	TKH/JWE
3	Provide literacy enrichment during tutor time	LSE/JG
4	Promote consistent reading, writing, vocabulary and oracy strategies across the curriculum that support the effective delivery of Disciplinary Literacy	JG/LSE/JSR

At Wrenn, we firmly believe that literacy is an essential skill to enable students to read and write as experts in every subject across the curriculum. These skills are vital to make sense of the world around us. As such, the better we are at these skills the more successful we can expect to be in life. At Wrenn, we recognise that improving literacy can have an impact on students' self-esteem, motivation and attainment.

1. Assessing, addressing and tracking reading and decoding issues (LP/HCJ/KFU)

Any child with a SATs score of below 95, or those for whom an age adjusted Standardised Reading Score below 85 are supported through a series of interventions. Other students may also be self-identified, identified by parents or teachers via the referral system as needing additional support to access the curriculum. These students will have specific targeted intervention (either one-to-one or in a small group).

Standardised Reading scores are assessed using a range of assessment tools to suit individual circumstances which can include:

- GL assessments Lucid Exact
- WRAT V Reading
- GORT 4

(for more detailed information please see the whole school SEND information Report)

We offer a range of bespoke interventions - a combination of the following strategies are put in place dependent on the need of the individual.

- Lexia – a literacy acceleration program bespoke intervention for any student that has challenges with phonological awareness, phonics, vocabulary, structural analysis, fluency and comprehension. The program also supports the development of spelling strategies, reading strategies, decoding strategies and grammar and punctuation by incorporating bespoke teaching and learning plans
- Rapid Plus – an age specific 1:1 program that supports the development of core literacy skills for effective reading, skim and scan techniques, decoding, reading for meaning and comprehension.

'Thinking Reading'

Students that are assessed as having a reading age 3 years below their chronological age are placed on our Thinking Reading Programme.

Thinking Reading is a whole-school literacy strategy that uses thorough assessment to ensure precise identification of student need. After screening using standardised assessment, selected students complete three 30-minute individualised lessons a week. Lessons are in two parts: systematic decoding practice, and systematic language teaching related to graded prose. Thinking Reading is phonics-based, and uses Direct Instruction and Precision Teaching methods to ensure rapid learning to fluency, leading to maintenance of gains. Each student's programme includes reading, spelling, comprehension and extended writing. Students continue on the programme until their reading age matches their chronological age.

Accelerated Reader - TKH

All KS3 students have a Reading Book they can use at the start of the lesson in case a teacher is crossing. English teachers will support students and monitor their progress through texts. In addition, Y7 and Y8 students are enrolled on the Accelerated Reader Programme. Within Accelerated Reader (AR) students take an on-line assessment called a STAR test which gives them an individual ZPD (Zone of Proximal Development). Students then choose a book from our well-resourced library which corresponds to their ZPD level. Once they have finished reading their book they take an online quiz and gain immediate feedback on their comprehension skills. Students' data for AR is accessed and analysed per term.

2. Promote reading for pleasure across the school (TKH/JWE)

At Wrenn, we give students opportunities to be involved in literacy enrichment activities.

Such activities include:

- World Book Day
- Reading and writing competitions and creative writing competitions
- Library organised clubs throughout the year such as 'Chapter and Chatter' sessions
- Students in the Sixth Form also take part in the CET speech writing competition.
- Theatre visits and visiting theatre companies e.g. "Noughts and Crosses" for Y8, The Globe for Y7, a performance of "Macbeth" for Y10.
- Remembrance Day Reading Challenge

3. Provide literacy enrichment during tutor time (LSE)

Forensic Reading

Every year group participates in the Forensic Reading Programme during tutor time to give our students a strong foundation of knowledge, vocabulary, understanding, phraseology and experience, which helps form a basis for success in difficult examinations and the challenges of adult life beyond their time in school. Forensic Reading will expose our students to challenging, complex and academic texts which will not only develop their vocabulary but also their ability to appreciate what makes a great writer. In essence, the focus is on putting language under the microscope to arrive at a deeper understanding of it (hence the word 'Forensic').

The Forensic Reading programme core purpose can be summarised as:

- Supporting reading for pleasure.
- Developing a fascination for learning new things.
- Building the ability to contribute from an informed perspective.
- Developing language analysis of high quality/challenging texts.
- The development of oracy (discussion and debate are central to Forensic Reading).

Each student will be given a high-quality anthology in which all of the Forensic Reading texts can be found. They contain other visual stimuli including pictures, photos, advertisements, timelines, as well as blank boxes in which students can undertake writing activities. The content is unapologetically hard-hitting and thought-provoking, intended to spark discussion, interest and opinions in young people.

Word of the Week

Students in every year group are exposed to new vocabulary in tutor time every week as part of our 'Word of the Week' activity. Students are expected to learn how to say, spell and use the vocabulary in the correct context. This activity is linked to our ethos, giving students the opportunity to earn 'Navigate your Future' achievement points.

4. Promote consistent reading, writing, vocabulary and oracy strategies across the curriculum that support the effective delivery of Disciplinary Literacy (JG/LSE/JSR)

At Wrenn, we are committed to developing our disciplinary approach to improving literacy across the curriculum. We recognise that literacy skills are both general and subject specific, and that teachers in every subject should teach students how to read, write and communicate effectively in their subjects.

Each subject area/faculty has their own disciplinary literacy policy. Broadly, strategies are encompassed in four areas:

READING ACROSS THE CURRICULUM

Across the curriculum, students will have the opportunity to read non-fiction articles relating to each subject area. This will broaden students' understanding of the world around them and introduce them to key vocabulary needed to become fluent readers.

WRITING ACROSS THE CURRICULUM

Students are supported in developing their writing skills through careful implementation of scaffolding and modelling. Scaffolding is thoughtfully and carefully removed when appropriate, to ensure that students have ample opportunities for independent writing. Curriculum Leaders think carefully about opportunities for extended writing in their schemes of learning.

VOCABULARY ACROSS THE CURRICULUM

We are committed to empowering students by widening their vocabulary. We are ambitious and aspirational with regard to vocabulary acquisition. Subject Specific Vocabulary (SSV) is explicit in each scheme of learning and is front loaded at the start of every lesson. We understand the impact that vocabulary has on quality of work, progress, and the ability to express ideas and concepts. Vocabulary is explored fully in all subject areas. Students experience reading SSV in context, use new SSV in their written work, and develop confidence with new SSV in speaking tasks.

ORACY ACROSS THE CURRICULUM

We understand the link between confident, fluent reading and confident, articulate speaking. At Wrenn, opportunities for talk in the classroom are planned and deliberate. Students learn language across the curriculum to support their oral contribution. Opportunities exist in every subject to prepare speech, such as presentations, debates, discussions and the oral rehearsal of written work. There is also a specific section of the GCSE English Language course that prepares and assesses students' ability to speak for a variety of contexts.

LITERACY IMPLEMENTATION



Literacy through Teaching and Learning – an overview

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 are supported in understanding how to teach students to read, write and communicate effectively in their subjects. As such, Curriculum Leaders work with their teams to ensure subject specific disciplinary literacy is an embedded part of their practice.

Guidance to teachers is as follows:

APPROACHES TO READING – WHOLE SCHOOL

1. **Discuss text types and what the structure is** – Process? Information? Opinion? Remind students how it is organised.
2. As the expert reader in the room, **read the text** to the students. Ask them to just listen.
3. If asking a weaker reader to read, ensure they understand the text through questioning afterwards as they may only focus on decoding.
4. Ask students to follow along during the second reading. **Model strategies to them** such as summarising, clarifying, predicting and questioning.
5. **Dual code key ideas** in the text.
6. Ensure students **respond** to the text (verbally or through writing)

APPROACHES TO WRITING – WHOLE SCHOOL

1. **Determine what you are writing for.** Make the purpose very clear to the students.
2. **Model using exemplars** from reading, expert writing and student writing.
3. **Use sentence stems and scaffolds** such as structure strips to support writers.
4. **Use metacognitive (understanding your own thought process)** strategies to enable students to see where writing is successful and unsuccessful.
5. Ensure students can **see incremental improvements** and they understand why.

APPROACHES TO VOCABULARY – WHOLE SCHOOL

1. **Pre-teach** (teach something before they have to use it) SSV with simple definitions. Ask students to chorally repeat back.
2. **SSV** is written down at the start of each lesson.
3. Put into the **context** of a sentence.
4. **Break down vocabulary** into parts (roots, prefix, suffix) to make links with other vocabulary.
5. **Use** in classroom talk or writing during that lesson
6. **Retrieve** within the week and again later in the term. Use dual coding (using visuals with words). The more the better!

APPROACHES TO ORACY – WHOLE SCHOOL

1. **Plan why** you want students to talk – how will it aid learning? Will it deepen reading comprehension, improve writing or secure learning and recall? Talk needs to be relevant to your subject.
2. **Embed choral responses** in your classroom. This will build confidence.
3. **Establish routines** linking talk to reading and writing.
4. **Agree on rules** for classroom talk. These will need reinforcing until talk becomes part of your lesson.
5. **Model talk.** Make the vocabulary explicit, use sentence stems and model in your teacher talk.