


Literacy Curriculum



Literacy Across the Curriculum

Our Literacy Curriculum

In order to be successful, students need to be confident in their own abilities to read, speak and write. Students at Ashby School are provided with opportunities to develop these skills within and beyond the classroom.

To be able to 'speak like subject specialists' is a central goal which enables students to develop more complex and critical arguments. Each subject places specialist vocabulary, reading and oracy at the heart of their curriculum creating confident, articulate young people who are Empowered to Learn.

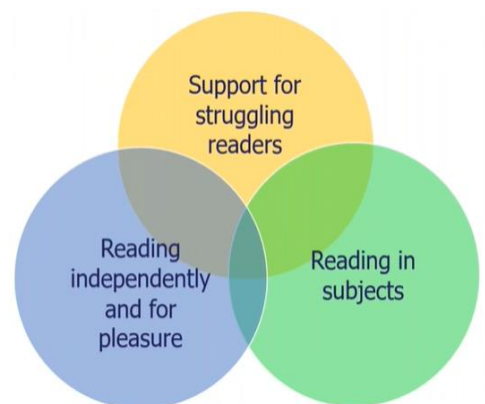
Therefore, students will be encouraged to:

- orate their knowledge and understanding with pride within the classroom;
- become empowered to read, developing skills to extract relevant information and use written words to develop their knowledge.
- understand that extended writing doesn't simply mean more writing; it is about the quality, structure and impact of writing.

Our approach to developing Literacy and Reading

Our approach to developing literacy and reading is focused on four priority areas:

1. Our *Empowering to Learn* Curriculum
2. Our support for struggling readers
3. Our approach to reading in subjects
4. Our approach to reading independently and for pleasure



For yourself & for others



1. Our Empowering to Learn Curriculum

In Year 7 our students are explicitly taught to develop effective communication skills through reading, writing and speaking.

Students are taught to take pride in their methods of communication; by *showing respect* for themselves and others that read their work; by *accepting responsibility* to ensure that their writing is organised, legible and consistent and include dates and titles; ascenders and descenders; full stops and capital letters. Students are also encouraged to *build resilience* and proof-read their writing.



The E2L curriculum includes weekly literacy tasks to develop and extend student literacy and reading skills. Students are also taught powerful reading strategies as they move through the E2L curriculum including skimming and scanning and summarising and paraphrasing.



2. Our support for struggling readers

The Education Endowment Foundation – Improving Literacy in Secondary Schools Document (<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4>) recommends that ‘training focused on teaching reading is likely to help secondary school teachers teach their subject more effectively’ and that ‘schools should expect and proactively plan to support students with the weakest levels of literacy, particularly in Year7’.

At Key Stage Three we have provision for all students to develop their literacy and reading fluency that supports Ashby School in achieving these aims. Our graduated support for developing literacy and reading fluency is shown below:

All students

Empowering to Learn curriculum

Whole school approach to embedding etymological approaches to the explicit teaching of vocabulary

Whole school approach to embedding academic texts within curricula

Form time reading programme

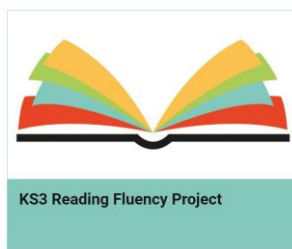
Reading within the English curriculum

Challenge/support strategy in lessons for questioning and response

Opportunities for oracy development

Culture of expectation – ‘no opt out’, Cold calling and probing questioning

For yourself & for others



Students with some reading difficulties

Students who, on entry, were identified in the 'non secondary ready' category, with a reading age low in comparison to chronological age on entry (<10 years old)

Students access 'Buddy Reading Project' with 6th Form Students

Students access the 'KS3 Reading Fluency Project' project

Students with significant reading difficulties

Students who, on entry, were significantly below age expected reading age and were categorised as 'non-secondary' ready (<8.5 years old)

Students access 1:1 intervention with Learning Support Assistants to improve confidence in approaches to written texts

Some students receive phonics teaching – an approach to teaching some aspects of literacy, by developing students' knowledge and understanding of the relationship between written symbols and sounds.

Identifying struggling readers:

At Ashby School we use multiple tools to identify students who will benefit from intervention and define:

- Students with significant reading difficulties
- Students with reading difficulties
- Students who are average readers
- Students who are good readers

Following initial testing, we conduct further assessment such as listening to students read and understanding motivation and habits to ensure accurate understanding of precise barriers to reading.

The KS3 Reading Fluency Project ([Hertsforlearning.co.uk](https://www.hertsforlearning.co.uk)) – for students with some reading difficulties

Students participate in an 8-week project that aims to generate tracked and accelerated achievement in reading fluency and comprehension in a short space of time. Strategies used on the project include:

- Modelled expressive reading
- Echo reading
- Repeated re-reading
- Skilled questioning
- Challenging text selection
- Modelled comprehension skills

Buddy Reading Project – for students with some reading difficulties

Students participate in weekly reading aloud sessions with Y12 student reading buddies.

Phonics Intervention for KS3 Students – for students with significant reading difficulties

Students with significant reading difficulties participate in phonics lessons aimed to improve their spelling and reading. Our Learning Support Assistants receive training from Abigail Steel Training (a DfE validated phonics author) <https://www.abigailsteeltraining.com/key-stage-3-phonics.html> and students work through specially designed activities to develop their literacy.

For yourself & for others



3. Our approach to reading in subjects and across the curriculum

At Ashby School students are encouraged to:

- Orate their knowledge and understanding with pride within the classroom
- Become empowered to read, developing skills to extract relevant information and use written words to develop their knowledge
- Understand that extended writing doesn't simply mean more writing; it is about the quality, structure and impact of writing.

All teachers at Ashby School understand their responsibility for promoting language and literacy across all subjects within a well-designed curriculum. Within our approach to teaching and learning – Ashby Great Teaching – teachers explicitly teach key vocabulary, revisit subject specific vocabulary frequently and encourage reading aloud with no opt-out.



Furthermore; teachers will encourage students to:

- Explain their thinking
- Debate ideas
- Read and write at a level which will help them develop their skills, values and attitudes.

Heads of Faculty work with their teaching teams to map out exposure to academic text as a frequent element of curriculum planning. Teachers will also provide opportunities to allow students to further explore topics with an array of academic texts, which will – in turn – provide further knowledge, vocabulary, and ideas in their own writing.

Ashby School is committed to improving 'Disciplinary literacy' across the curriculum. We recognise that literacy skills are both general and subject specific. Our 'Read like a subject specialist' posters in classrooms encourage students to read, write and communicate effectively in their subjects.

Read like an...
ARTIST

Read like a...
GEOGRAPHER

Read like a...
SCIENTIST

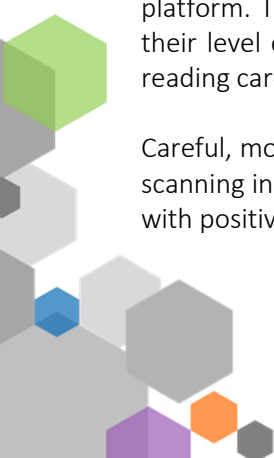
Read like a...
MATHEMATICIAN

Read like a...
FOOD SCIENTIST

4. Our approach to reading independently and for pleasure

Year 7 students at Ashby School are signed up to Sparx Reader. This is an online reading platform which helps every student to read regularly. Students complete a reading test and 'on board' to the platform. They then log in to Sparx Reader and choose from a range of ebooks that are suitable to their level of reading. As they read, they answer questions and earn Sparx Reader Points (SRP) for reading carefully. By earning 300 SRP they will complete their homework task for the week.

Careful, motivated readers can gain access to Gold Reader. Gold Readers can read any paper book by scanning in it's barcode. Where students are not reading independently, the E2L team will intervene with positive reinforcement rather than sanction-based intervention



For yourself & for others