

## **BCCS Whole-school Literacy (2022-25)**

Literacy not only enriches an individual's life, but it creates opportunities for people to develop skills that will help them provide for themselves and their family. Literacy lifts individuals out of poverty. Lacking basic reading and writing skills is a tremendous disadvantage. It is essential that literacy is at the heart of a school's culture, vision and values and at the heart of everyday learning (EEF, 2021; EEF, 2018).

**We are committed to developing the reading, writing and oracy skills of our students.**

### **Developing Reading Skills:**

- Fortnightly KS3 library lessons designed and delivered to promote reading and engagement.
- Effective school libraries have a direct contribution to academic achievement (Lance, 2007) and effective and well used libraries lead to higher student achievement, regardless of socioeconomic or educational levels (Lonsdale, 2003). The library at BCCS is a space dedicated to quality reading, stocked with rich and diverse texts to inspire and motivate a love of reading.
- Promotion for reading for pleasure through various clubs: Bristol Teen Book Awards, Student Librarians, Book Club, Creative Writing club, Sixth form book club.
- Librarian to organise various author visits throughout the year.
- Reading at the start of every KS3 English lesson- teacher to monitor PP/PLAC/SEND students' books (appropriate level, regular changing, enjoyment, recommendations, etc.)
- KS3 reading homework set bi-weekly weekly. Classroom teachers will monitor via a reading log:[https://docs.google.com/forms/d/119nC-AHLRBmSD-laoZUg\\_MFxFCSTWt3g5xaOrShuYHI/edit](https://docs.google.com/forms/d/119nC-AHLRBmSD-laoZUg_MFxFCSTWt3g5xaOrShuYHI/edit)
- Share recommended reading lists in all subjects that enrich the curriculum and challenge learners.
- Regular opportunities for in-class reading (at least one full book studied a year in English lessons). All teachers regularly model reading strategies, such as echo, paired, silent and focused.
- Development of vocabulary through explicit teaching, keyword lists, exploration of root words and regular reminders to revisit/ use keywords. All teachers will plan to teach tier two vocabulary as part of their explicit instruction to ensure there are no barriers to learning or comprehension of tasks.
- Use of 5 a day strategies, scaffolding and metacognition, to support learners to develop reading resilience and expertise.
- A continued focus on diversifying our range of texts selected across all key stages to motivate and engage all students. Use of student voice and outcomes to monitor effect and success.
- Use of phonics in small group interventions to develop core reading skills. Phonics is also used in full-class settings to help decode new words.

### **Developing Writing Skills:**

- Teachers will recognise potential literacy barriers for pupils and the cognitive load created by the literacy demands of learning (McCutchen, 2000) presented by any written tasks in their subject. Teachers will consider this in planning and delivery of lesson content, making particular use of the 5 A Day strategies.
- Regular writing practice that builds on accurate feedback to ensure that practice can lead to automaticity of accurate literacy skills.
- Explicit use of 'free-writing' time to build confidence and 'correct/ formal' writing time to build technical accuracy.
- Whole school focus on technical accuracy when marking. All teachers use whole class feedback to trouble-shoot common literacy errors and share/ celebrate best practice.
- Use in-class RAR time/ SIT for students to improve/ edit writing/ correct mistakes.
- In class focus on common errors, misconceptions and approaches that may prove limiting in literacy. Use of modelling and scaffolding to address issues, both as they arise through live marking and planned practice. Encouragement of metacognition strategies to model how students can develop their own proof-reading skills.
- Regular explicit in-class [teaching](#) of grammar that links with the learning taking place as studies have shown this to be the most effective.
- KS3 spelling homework set bi-weekly weekly. Classroom teachers will monitor via in-class spelling tests:  
[https://drive.google.com/drive/folders/1\\_v\\_j6jnaaZC7kYmJDUqVhownQfg3n81T](https://drive.google.com/drive/folders/1_v_j6jnaaZC7kYmJDUqVhownQfg3n81T)

### **Developing Oracy across the curriculum:**

- Consistently providing opportunities for high quality talk in the classroom.
- Whole school focus on oracy and use of Voice 21 strategies to support all learners to understand the physical, linguistic, cognitive, and social and emotional skills that enable successful discussion, inspiring speech and effective communication To encourage purposeful learning through oracy we will use strategies such as: 'Instigate, Build, Challenge'; flexible grouping- Next, Traverse, Circle, Pair, Onion, Fishbowl; Talk cartoons.
- Frequent use of the [listening ladder, discussion skills assessment criteria and discussion sentence starters](#) to explicitly teach and assess quality speaking and listening skills.
- Oracy formally assessed once in Y7 (Diverse Shorts), Y8 (Novel), Y9 (Big Ideas) and Y10 (AQA Spoken Language Endorsement).

### **Student targeted support/ intervention:**

KS3 Students are identified during term 1 if they require targeted support to develop literacy. This is initially assessed through a benchmark assessment in the first week and examined in more detail through the data generated from CAT, NGRT and NGST assessments conducted within the first term. Please see the school assessment policy here for more detail.

Students will then receive one or more of the following interventions:

- Lexia
- Action Tutoring
- Live Marking
- SEND provision
- Elevate Programme

### **Actions & Responsibilities 2023**

1. Full utilisation of the individualised literacy programme, Lexia, to support students to make rapid progress with spelling, vocabulary, grammar and comprehension. Student progress to be tracked, reported and reviewed three times a year.
2. Secure effective use of Action tutoring for Year 7, 10 & 11. Work with the tutors to ensure the curriculum is well designed, matched, sequenced against the classroom curriculum.
3. Teaching staff to understand the literacy demands of their subject. It is important that teachers recognise potential literacy barriers for pupils and the cognitive load created by the literacy demands of learning (McCutchen, 2000). Teachers will consider this in planning and delivery of lesson content, making particular use of the 5 A Day strategies.
4. Teaching staff use their marksheets to know who has a literacy need in their class and prioritise these students, particularly PP/PLAC/SEND students, when live marking. Every classroom will be equipped with a visualiser. Model, highlight and share good practice across the school and key stages.
5. NPQ Literacy Leadership to be developed to have a deep understanding of the fundamental importance of literacy and recognise the influence it has on pupils' future academic achievement, wellbeing and success in life. Our excellent literacy leader will have expertise across a number of specialist areas related to their role (e.g. developing pupils' spoken language) and a passion for literature that they want to share with the school community.