

## **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.

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

### **Developing Reading Skills:**

- Library lessons designed to promote reading and engagement.
- Promoting reading for pleasure through various clubs: Bristol Teen Book Awards, Student Librarians, Book Club, Creative Writing club, EAL 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, alternated with a spelling homework. Classroom teachers will monitor via a reading log and in-class spelling tests.
  - [National Curriculum Spelling Bank](#)
  - [Year 7 Spelling bank](#)
- Share recommended reading lists that enrich the curriculum and challenge learners
- Regular opportunities for shared in-class reading (at least one full book studied a year and use of diverse shorts in Y7 and Y9). Teacher to regularly model reading strategies.
- Development of vocabulary by exploring root words/ origin of key words.
- A continued focus on diversifying our range of texts selected across all key stages to motivate and engage all students.
- 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:**

- Regular extended writing practice
- Whole school focus on technical accuracy when marking- regular trouble-shooting of common errors, sharing/ celebrating best practice- SG/HG to offer a drop-in session to support ECTs and LSAs.
- Use in-class RAR time/ SIT for students to improve their writing/ correct mistakes
- In class focus on technical accuracy and proof-reading- frequent use of modelling and scaffolding to support. Teachers to use live marking to troubleshoot technical accuracy issues as they arise with individuals or whole classes, depending on need.
- Regular explicit in-class [teaching](#) of grammar that links with the learning taking place as studies have shown this to be the most effective.

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

- Consistently providing opportunities for high quality talk in the classroom.
- Frequent use of the [listening ladder, discussion skills assessment criteria and discussion sentence starters](#) to explicitly teach and assess quality listening skills.

- Oracy formally assessed 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. This is also examined in conjunction with SEND and information on EHCPs. 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 2022**

1. Investment in 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 prioritise live marking of PP/PLAC/SEND students. Every classroom will be equipped with a visualiser. Model, highlight and share good practice across the school and key stages.
4. 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.