



# **SPORTING STARS ACADEMY**

## **LITERACY POLICY**

**Current Version Valid from September 2023**

**To be Reviewed in September 2024**

**Reviewed by The Directors**

*September 2023 – September 2024*

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### 1. Policy Statement



*'Reading is fundamental to education. Proficiency in reading, writing and spoken language is vital for pupils' success. Through these, they develop communication skills for education and for working with others: in school, in training and at work. Pupils who find it difficult to learn to read are likely to struggle across the curriculum, since English is both a subject in its own right and the medium for teaching.'* **The Reading Framework - July 2023 – The DfE**

### Why Should Reading be a Priority?

#### Nationally

- 25% of 15 year olds have a reading age of under 12 years (GL Assessment Report, Read All About It, 2020)
- By Year 11 the reading skills of disadvantaged students are almost 3 years behind their peers (Jerrim, J and Shure, N 2016)
- Students need to know 90-95% of a text to understand it well (Nagy and Scott, 2000)
- Reading for 19-24 minutes per day leads to substantial reading age growth (Renaissance Learning study)
- Westbrook et al (2019): "Fast-paced reading out loud to students has a profound impact on student progress: an average of 8.5 'months' accelerated progress, and 16 months for poorer readers"

#### School Context

- Most pupils are significantly below their chronological reading age
- Pupils need a Reading Age of 14 to access their GCSE papers- poor reading is hindering their confidence and progress. They are unable to access the academic curriculum
- Pupils lack resilience to tackle challenging texts in the classroom- it is preventing them from accessing heavier weighted questions – they are unable to decode what is being asked of them
- Lack of pupil engagement when presenting academic texts- can sometimes impact behaviour

- Due to a lack of vocabulary, pupils are not able to comprehend texts and struggle with higher level skills such as inference, and identifying perspective/viewpoint which are the prerequisite skills for subjects such as Humanities and English
- KS4 pupils are not always clear on the definition of examination command words

## 2. Strategic Aims

- Create a reading culture that promotes a lifelong love of reading, teaches reading, and improves reading ages
- Encourage students to use a range of vocabulary that is both sophisticated and appropriate
- Provide students with the tools to proofread their written work to ensure that it is grammatically correct
- Encourage students to be articulate and confident speakers who can adapt their speech for different contexts and listen well
- Encourage parents to take interest in their child's reading and literacy

## 3. Whole School Approaches

### Reciprocal Reading

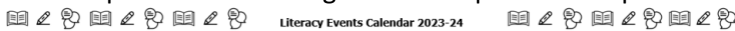
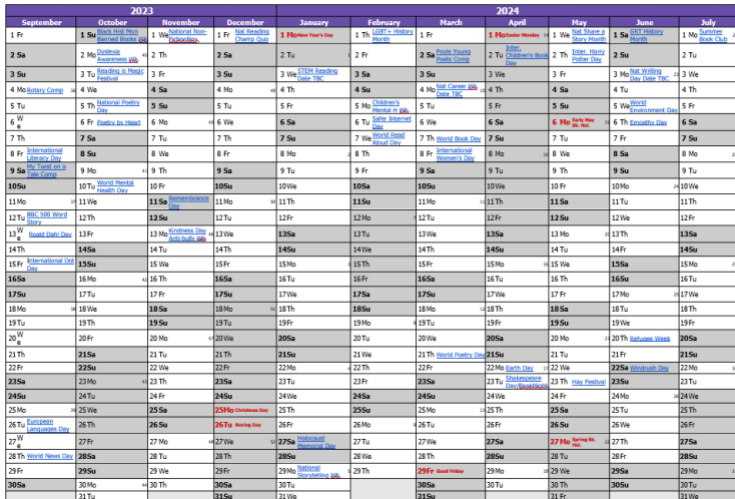
<p><b>Prediction:</b>          What prior or background knowledge can they bring to this text?          What is the form of the text and what can this reveal?          What does the title itself suggest about the text?          What illustrations are there and how can they be of use?</p>	<p><b>Clarification:</b>          What words do pupils not understand?          What phrases do pupils not understand?          (plan for common, subject specific misconceptions)</p>
<p><b>Questioning:</b>          Plan questions to assess understanding of the text they can be:          Inferential          Deductive          Comprehension</p>	<p><b>Summarising:</b>          In order for pupils to respond to or manipulate a text, it is quite important that they summarise it to demonstrate that they have understood the basic meaning.</p>

### Form - Time Reading Programme

Term	Programme
Autumn 1	Ghost Boys
Autumn 2	Akala's Great Reads
Spring 1	Reciprocal Reading/Oracy – Non-Fiction
Spring 2	Read Around the World – Extracts from Fiction
Summer 1	Reciprocal Reading/Oracy – Non-Fiction
Summer 2	Short Stories

### Reading for Pleasure

Strategy	Intended Impact
School Library	To provide a specific space for reading and access to a range of books.
Reading Books	All students to be given a book from the library, with an opportunity to read in school and complete their reading diary.

Book Club	Runs after school every Wednesday from 2.15 – 3pm to encourage reading for pleasure.
We Recommend Displays	To encourage pupils to read a wider variety of books.
Library Lessons	To promote use of the library and encourage reading for pleasure.
Staff Currently Reading Posters	To raise the profile of reading. To show that it can be enjoyable.
Book Buzz	The reading age of most students is below their chronological age so the book buzz programme will provide each pupil with a book that they will be able to read and take home, tackling literacy poverty, whilst providing cultural capital opportunities with the authors of the books.
Competitions	To bring enjoyment to reading e.g. 'wild reading' or 'create a book cover'. Also... <a href="#">This Is Me I Am   Young Writers</a> <a href="#">Ghost Stories (12-18 Year-Olds)   Young Writers</a> <a href="#">MyTwistOnATale-Tips-for-Writers.pdf (pearson.com)</a>
Reading Diaries	To encourage pupils to read and engage with books. These books should be sent into school each Monday, to be signed and checked to promote accountability. Also encourages involvement between home and school.
Reading Newsletter	To engage parents/carers and raise the profile of reading.
Parental Literacy Sessions	1. Online tutorial (recorded and available via the website) reading/phonics – decoding – to empower parents to help struggling readers. 2. Invite for a face to face/online for a bespoke session to aid with adult literacy/support with reading.
Literacy Events Calendar	To develop a love for reading and develop cultural capital.  

### Marking for Literacy

- S = Spelling
- P = Punctuation (missing or incorrectly used)
- // = New Paragraph
- C = Capital Letter (missing or in the wrong place)
- ^ = Missing Word/Idea
- ~~~~ = Unclear/Does Not Make Sense

**NB - It is important to only focus on 3 – 5 spelling errors. These spellings should either be tier one words – common words or tier 3 – subject specific. During reflection time pupils should use the look, say, cover, write, check method to correct spellings. Correct spellings should be written 3 times.**


## Oracy Strategies

<b>New opinion</b>	<ul style="list-style-type: none"> <li>• I think that...</li> <li>• My opinion is...</li> <li>• I believe that...</li> <li>• In my view...</li> </ul>
<b>Agree</b> <b>A</b>	<ul style="list-style-type: none"> <li>• I agree with ___ because...</li> <li>• I would argue the same thing... because...</li> <li>• The reason I agree with ___ is because</li> <li>• That is an interesting point, because...</li> </ul>
<b>Build</b> <b>B</b>	<ul style="list-style-type: none"> <li>• I would like to build on ___'s point... because...</li> <li>• I agree with ___, but I need to add...</li> <li>• In addition to ___'s point...</li> <li>• That is a good argument, however it needs...</li> </ul>
<b>Challenge</b> <b>C</b>	<ul style="list-style-type: none"> <li>• I don't think ___ is correct because...</li> <li>• I would like to challenge this... because...</li> <li>• I disagree with ___ because...</li> <li>• My own view is different because...</li> <li>• This view is incorrect because...</li> </ul>


Protocols for Equity

# THINK-PAIR-SHARE


Lyman, Frank. "Think-pair-share". MAA-CIE Cooperative News.



**STEP 1 - THINK**  
The teacher poses a question or sets a task. Each student thinks independently & takes some time to consider their response.



**STEP 2 - PAIR**  
Students pair up.



**STEP 3 - SHARE**  
Students share their initial ideas. At this point, they might clarify concepts for each other and adapt their initial responses before sharing out with the wider class.





**TIPS FOR SUCCESS**

- Let students know they may be asked to share after the protocol
- Pair students intentionally
- As you listen in on discussions, note who you might ask to share with the whole class

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## Explicit Vocabulary Instruction

Vocabulary instruction should be explicitly planned and mapped. Tier 2 and Tier 3 words should be explicitly taught in a consistent way. For a pupil to remember a word, they should be exposed to it multiple times and use this new vocabulary in their writing. This enables students to write like a scientist or a mathematician as they know the subject specific vocabulary to enable them to do so.

<p style="text-align: center; font-size: 0.8em;">Word</p> <div style="text-align: right; margin-top: 20px;">  </div>	<p style="text-align: center; font-size: 0.8em;">Define It!</p> <p style="font-size: 0.7em;">What is the definition of the word. Are there multiple meanings? Which one is the most relevant?</p> <div style="text-align: right; margin-top: 20px;">  </div>
<p style="text-align: center; font-size: 0.8em;">Link It!</p> <p style="font-size: 0.7em;">What links can you make to similar words/key concepts?</p> <div style="text-align: right; margin-top: 20px;">  </div>	
<p style="text-align: center; font-size: 0.8em;">Use It!</p> <p style="font-size: 0.7em;">Use the word in a sentence to show your understanding?</p> <div style="text-align: right; margin-top: 20px;">  </div>	

## Tiered Intervention

Tier 1 - Whole School Approach, Reciprocal Reading, Explicit Vocabulary Instruction, Marking for Literacy/Oracy, ABC and Think-Pair-Share.

Tier 2 - Small Group Intervention, PiXI, Speed Reading

Tier 3 - Intensive 1:1 or Pairs

- Phonics – Alphabet Arc