

# Literacy Strategy

Reading: Developing a culture of 'Reading for Pleasure' where all members of the Marches Academy Trust appreciate and champion the importance of reading.

Writing: To improve standards of academic writing so that all students can demonstrate a confident control of Standard English and that they are able to write grammatically correct sentences, deploy figurative language and analyse texts.

## Priorities 2021-22

In order to become a successful 'Reading School' and 'Reading Trust' we aim:

1. To ensure that staff, students and parents/carers have considerable knowledge of children's literature and other texts to enhance cultural capital, suited to their age and reading ability.
2. To provide students with a range of reading experiences that encompass established knowledge and research of children's reading practices. This is to include (but is not limited to): construction and maintenance of social reading environments; reading aloud; informal book talk, inside text talk and recommendations; purposeful independent reading time where students select their own texts that they are engaged with.
3. To be 'Reading Teachers': teachers who read and readers who teach.
4. To develop reciprocal and interactive reading communities. [Cremin et al (2014)]

Cremin, T.; Mottram, M.; Collins, F. M.; Powell, S.; Safford, K. (2014) *Building Communities of Engagement: Reading for Pleasure* London: Routledge

Joy, A.; Jarman, R. (2018) 'The Pleasures of Reading non-fiction' *Literacy* May 2018

Moses Kelly (2018) *We're a little loud That's because we like to read: Developing positive views of reading in a diverse urban first grade* in *Journal of Early Childhood Literacy* 18.3 307-337

## Literacy Interventions

### LitWeb

One of the things that cause many members of staff to panic about the teaching of literacy is that they do not feel confident with their own literacy abilities. In order to help our students, sometimes we need to help ourselves! The purpose of the LitWeb resource (on OneDrive) is that it will contain resources/teaching materials to support the teaching and learning of literacy skills. The resources range from PowerPoint presentations to audio/visual resources, teaching plans and associated resources, worksheets and more. These will be developed further and hopefully all staff will want to contribute to the resource throughout the academic year (and beyond). Initially, the resources will just be available to teaching staff but the aim is to make these accessible to the whole school community and the Multi Academy Trust so that we can all support each other in making the teaching and supporting of literacy as easy as possible.

Currently the resources are structured in the following directories:

- Essay Writing Skills
- Grammar
- Grammar for Writing Schemes
- Group Work
- Handwriting
- Literacy Posters
- Literacy Target Stickers
- Note Taking Skills

- Placemats
- Punctuation
- Quality of Written Communication (QWC) Exemplification Materials (for some subject areas)
- Reading
- SJT Literacy Posters
- Spelling
- TRTS (Teaching Reading Through Spelling)
- Work Booklets and Resources
- Writing Frames

If you feel that there are any key areas missing, please let us know so that we can add further resources to support the whole school community.

### Learning Resource Centre (LRC)

Our Learning Resource Centre (LRC) is led by Denise Williams. It is run independently from Shropshire's School's Library Service (SLS) and hosts a significant number of both fiction and non-fiction titles. The LRC itself is normally at full capacity during break and lunchtime and houses a range of extra-curricular activities between 3pm and 4pm, including homework club.

The LRC itself is broken into three zones:

- Zone 1: A work area that houses a classroom of desks and a bookable laptop trolley.
- Zone 2: A central meeting console that is used for meetings, such as the Student Leadership Group.
- Zone 3: An area of relaxed seating that is placed amongst the fiction and non-fiction shelving for students to comfortably read.

Students will regularly attend the LRC on a rota (KS3) to give them the opportunity to exchange books. English teachers should book the LRC sessions in advance using the ticket system to ensure that the facilities are available and prepared for use by your classes. Staff will not be able to just turn up as the resource is used by various departments throughout the school on a regular basis.

### Reading Rangers

Pupils in year 7 and 8 with a reading age lower than the expected are paired with coaches (year 10) for one reading session a week. These sessions take place in the LRC. They read their fiction book aloud to their coach who supports when they reach difficulties. They fill in a booklet each week to comment on their progress.

### Academic Reading

Pupils across the school will be issued academic articles by their teachers in order to expose them to different styles of writing. They will be encouraged to read different styles of writing in relation to their subjects so that they are prepared for future learning. We want to ensure that they are clear on A Level and university language so that there are no surprises as they continue up the school. Each half term, every department will assign a piece of academic reading to their classes as a piece of homework.

### Literacy target stickers/ marking policy

All students across the school will be given stickers for the front of their books. The first is a smaller version of the school 'Literacy marking codes' poster, which is available in all classrooms around the school. This is a reminder for students that staff mark for literacy across the curriculum and gives them insight into the consistent approach staff will take. The second sticker is a 'literacy target' sticker, where every student's English teacher will highlight the specific targets for that student. Moving forward, these will be replicated on

all their class books so that students are aware that **all** staff will be keeping an eye on their progress in these specific areas.

### Futures week/ Reading the World

All students will engage with articles and TED talks linking to the specific themes around Futures weeks. Each session links to an over arching theme and builds to a specific written task. The idea is to promote discussion and debate among students and staff in order to keep them up to date with current events and international opinion on specific subjects that link to the Marches Futures programme. Written tasks need to be submitted by form teachers to PG when complete at the end of each half term.

### **SALAD Days**

We have three SALAD days during the academic year. This means that across the whole school there is a speaking and listening focus for the day. Each day has a different skill as the focus (discussion>debate>presentation). The day provides an opportunity for you to think about how you can deliver content in a different way and allows pupils to demonstrate their learning more creatively.

## Reading School 2.0 Example Structure

### Developing a Culture of Reading for Pleasure (2019-2021)

#### Marches School: Year 10 as 'Reading Rangers'

Year	LRC	Monday	Tuesday	Wednesday	Thursday	Friday	Further information
7	Visit during English lessons on rota	<b>Reading Rangers (Team 7)</b>		<b>Reading Families:</b> Form Group Shared Reading		Book Club/ Celebrating Reading	<ul style="list-style-type: none"> <li>• Reading the World activity every 2 weeks (alternate 7&amp;8)</li> <li>• Update Reading Records</li> <li>• School Newspaper (Extra Curricular)</li> </ul>
8		Individual Silent Reading		<b>Reading Families:</b> Form Group Shared Reading	<b>Reading Rangers (Team8)</b>	<b>Reading the World:</b> TED Talks and discussion	
9	Reading School LRC visit on rota - Fridays	Individual Silent Reading/ work books for Eng Lit where appropriate	<b>Tuesday News Day</b>	<b>Reading Families:</b> Form Group Shared Reading		<b>Reading the World:</b> TED Talks and discussion	<ul style="list-style-type: none"> <li>• Update Reading Records</li> <li>• School Podcast (Extra Curricular)</li> <li>• LRC on Rota (Fridays)</li> </ul>
10	<b>Lunch</b>	<b>Reading Rangers (Team 7)</b>		<b>Reading Rangers (Team 8)</b>		<b>Poetry Friday:</b> GCSE Literature Poetry Anthology Revision	<ul style="list-style-type: none"> <li>• After Literature exam (May), students to focus on researching, prep and recording S&amp;L presentations</li> </ul>
	<b>Team 7 Half/Forms</b>	<b>Reading the World:</b> TED Talks and discussion	<b>Tuesday News Day</b>	<b>Reading Families:</b> GCSE Literature: Revise Texts Individual Silent Reading			
	<b>Team 8 Half/Forms</b>						
11		School's Year 11 Intervention Programme					

- **Reading Rangers:** Year 7 Monday and Tuesday; Year 8 Wednesday and Thursday: Identified students (LUCID data) with Year 10/12 mentors
- **Individual Silent Reading:** Fiction and Non-Fiction texts e.g. biography, revision guides, wider subject-specific reading; subject-specific anthologies
- **Reading Families:** Shared reading, using copies of texts (class sets) to allow class to read together – Popcorn reading; group reading strategies; audio books
- **Book Club/Celebrating Reading:** An opportunity for staff and students to share what they have read that week; explore first chapters; complete reading records
- **Tuesday News Day:** News Literacy Trust initiative that intends for students to be aware of current issues in the world (prompt questions/group discussion); developing cultural capital/shared British values
- **Reading the World:** TED talks and interesting articles with time for discussion; developing cultural capital and shared British values.
- **GCSE Literature Revise Texts:** If subject specialist, re-reading and exploring texts with firm group; if not – GCSEPod, re-reading text (audio versions),
- **GCSE Literature Poetry Anthology Revision:** Focus on a specific poem from the anthology – reading through annotations, GCSEPod (weakest area of Literature due to familiarity and breadth of anthology poems – 18 different poems)
- **Year 11 Intervention Programme:** Intervention sessions based upon data and whole school priorities; revision and revision cards being produced; intervention teaching; wider reading.



