



## Literacy at Wilsthorpe: A Whole-School Approach

### Aims:

- Promote a lifelong love of **reading** and improve reading ability.
- Encourage students to be accurate and sophisticated **writers**.
- Encourage students to be articulate and confident **speakers** who can adapt their speech for different contexts, and **listen** well.
- Provide **leadership** opportunities.
- Encourage **parents** to take interest in their child's literacy.

### Initiatives

#### Curriculum Design

- Fortnightly Library and Grammar lessons are part of the English Curriculum. Library Lessons are centered around promoting a love of reading and recommendations; as well as ensuring students are reading appropriate and inspiring texts.

#### Literacy Wednesday

- Once every half-term on 'Literacy Wednesday' staff across all subjects promote reading, writing and speaking.

#### Reading

- All students are expected to have a reading book with them at all times.
- Staff 'favourite reads' are displayed on classroom doors.
- A weekly 'Wilsthorpe Reads' is held during Registration for Years 7-10; meaning all students read a minimum of 3 books per year. Form Tutors read texts to their students and students use 'Reading Rulers' to follow along. These texts are Carnegie-nominated and focus on social justice issues which students discuss.
- Whole-school D.E.A.R. (Drop Everything and Read) sessions are held throughout the year.
- Clear and simple 'year group' reading lists, alongside 'Super Readable Reads' are consistently promoted to students: in the Library, Library Lessons and Knowledge Organisers; on displays around the school, bookmarks, and the school website.
- Knowledge Organisers include a 'Reading Log' which are checked in Library or English lessons.
- During Library lessons, KS3 students are rewarded - receiving a prize - for every book they read.
- KS3 students' reading habits are tracked and recorded as part of Library Lessons, so students who aren't reading enough can be targeted.
- As above, KS4 students' reading habits are tracked and recorded through their Knowledge Organiser.

- Introductory KS4 reading sessions are held at the start of each year in English lessons, in order to promote the year group reading lists.
- KS4 and KS5 students have timetabled sessions in the Library during Registration.
- All KS5 students receive a 'Wider Reading' booklet at the start of each year.
- A 'Reading Mentor' scheme provides opportunities for PP/FSM students across the Key Stages - with lower reading ages - to take part in a shared reading experience and gain leadership experience.
- Teachers use the Reciprocal Reading model and Lemov's F.A.S.E strategies to increase confidence and comprehension in lessons.
- Every new Year 7 student is given a free reading book.
- Transition Sessions (with students and parents) promote the importance of reading, and students are given a 'Summer Reading Challenge'.
- Wider Reading and 'Experience' Lists for each subject are displayed around the school; are included in KS3 Knowledge Organisers and Literacy Boxes; and are published on the school website. These lists show which texts are available in the Library.
- A 'Readathon' charity reading scheme is run in Year 7 English.

### Writing

- Across the school, students are encouraged to proofread their work before it is deemed finished (The Proof Reading Code).
- Connectives are displayed in every classroom.
- The Literacy Leaders run an annual writing competition and poetry competition to reward and encourage writing for pleasure.
- Writing is marked for Literacy in each subject at least once every half-term.

### Vocabulary

- Tier 2 vocabulary is explicitly taught through the 'Word Power' project with consistent resources and displays across Curriculum Areas.

### Oracy

- Teachers across the school explicitly teach oracy skills. The ABC (Agree, Build, Challenge) discussion model is used to encourage students to develop their talk. Alongside these, reminders of 'Effective Speaking' and 'Effective Listening' are displayed in each classroom.
- Students take part in half-termly 'Use Your Voice' debates in English lessons.

### Data and Intervention

- Students are tested termly for their reading ages. This data is shared with parents. Staff use this data to inform planning, as well as a range of intervention from the SEND Team.
- The school works with 'Thinking Reading' to identify the best intervention for individual students.

### Leadership

- The Literacy Leaders are a group of students who support the promotion of Literacy around the school. They meet with Miss Meller fortnightly and gain awards and badges for their commitment.

### Literacy Boxes

- Literacy Boxes in each classroom contain dictionaries, thesauruses and other resources to support students with their Literacy in lessons. As a result of this, subject-specific reading books and magazines are visible in each classroom.

### Literacy at Home

- Spelling, Punctuation and Grammar (SPaG) guides and workbooks are available to purchase through ParentPay. These are provided to PP students with lower reading ages for free. Regular rewards for engagement with these are issued by the Literacy Leaders.
- Parents receive Literacy Guides at Parents' Evenings. These are also published on the school website alongside more detailed information; providing parents with advice on how to support their child's literacy development.
- The Student Shared Google Drive means students can access a large quantity of Literacy resources from home.

### The Library

- Teachers across the school work with the Library to celebrate 'World Book Day'.
- The Librarians run a weekly Book Club and other schemes/events throughout the year.

### Staff CPD

- Staff receive regular training sessions on the best classroom practice related to the teaching and promotion of Literacy.