

TBOWA Literacy Strategy 2022-2023



Literacy has rightly been described, by Kofi Annan, as ‘the road to human progress and the means through which every man, woman and child can realise his or her full potential’. As such, we are all committed to developing the literacy skills of our students so that they can live life to the full.

Literacy skills are both general and subject specific and we hold high expectations of student Literacy within the classroom. Disciplinary Literacy – the ability to read, write and communicate according to the conventions of specific subjects – offers schools an effective strategy for developing students’ literacy skills within and across all disciplines. Disciplinary Literacy is explicitly taught within each subject area so that students can master the subject-specific language and conventions that will enable them to demonstrate mastery in each subject and access greater social, professional and academic opportunities in their future.

Part A: Our aims in developing General Literacy across the Academy

Our goals	Our Methods	Our Results
<ul style="list-style-type: none">• To further foster a life-long passion and proficiency for reading among our students.• To embed opportunities for students to develop their extended and creative writing abilities.• To continue to develop our students’ ability to listen and speak as life skills so that students leave us as active listeners and confident speakers.• To further students’ curiosity in the etymology and morphology of words.• To expose students to the best of what has been said and thought.• To raise awareness of and understanding of contextual data relating to literacy and how best to support and challenge all our students.	<ul style="list-style-type: none">• Students can use our ever-expanding library and resource collections to read widely across all subject areas.• Students read and discuss literature regularly in mentor time as part of the 9:9 Reading programme.• The power of reading is promoted in ACWs, in each Department area, and through the Base Camp programme.• Students can join one of many different reading clubs as part of the 10:10 offer, such as the Creative Writing Club, and take part in Young Writers competitions.• Staff use students’ data on literacy to plan their teaching.• Staff model mastery in their own speaking, listening, writing and reading of English across the academy.• Staff and students can take part in further reading activities such as ‘Bookbuzz’, Hardspell, Read for Good, World Book Day and STARBOOKS activities.• Literacy intervention activities (such as the Accelerated Reader programme, Reading Intervention, Phonics Programme, Reading Recovery and Writing Intervention programmes) support students’ literacy.	<ul style="list-style-type: none">• More students will leave our academy passionate about literacy and more literate in all areas – reading, writing, speaking, and listening – enabling them to live life to the full by finding and using their own voice, and by using their skills to learn more autonomously.• Our students’ ability to decode words, read for purpose and pleasure, and use standard English confidently in written and spoken sentences will improve.• Student mastery of and attainment in disciplinary literacy activities will improve.• Students’ cultural capital will expand.• More students will be inspired to join extra-curricular activities to

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<ul style="list-style-type: none"> To continue to ensure that our own speaking, listening, writing, and reading of English supports students in developing their language and vocabulary. 		<p>read and write for purpose and pleasure.</p> <ul style="list-style-type: none"> Teaching will be better-informed and planned more astutely to support and challenge all students and their literacy needs. Teachers' own professional understanding and use of literacy will improve, enabling more effective feedback on student misconceptions.
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Part B: Our aims in developing Disciplinary Literacy across the Academy

Our goals	Our methods	Our results
1. Disciplinary Vocabulary <ul style="list-style-type: none"> To embed the teaching of disciplinary vocabulary so that students know more and use more specialist vocabulary accurately and effectively. 	<ul style="list-style-type: none"> Students discover and explore words using the "Frayer model" which is used in all subject areas. Students are taught how to maximise the use of tier two (general technical terms) and tier three vocabulary (subject specialist terms) in their work. Students learn and embed new vocabulary through knowledge organiser (KO) homework and KO tests. Students explore the etymology and morphology of words. Students compile key term glossaries to help them know and remember more new terms. 	<ul style="list-style-type: none"> Students will know more specialist disciplinary vocabulary and will be using them more regularly and appropriately. Student mastery of and attainment in tasks requiring students to recall and use vocabulary will improve. Students will be able to start decoding independently new academic words that they encounter.

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<p>2. Disciplinary Reading</p> <ul style="list-style-type: none"> • To embed the teaching of disciplinary reading to allow students to read increasingly complex academic texts like subject specialists. • To further foster in our students a lifelong passion for each subject. 	<ul style="list-style-type: none"> • Staff receive training on how to instruct students to read like professionals using active and interactive reading strategies across the academy. • Students read aloud in every lesson. • Students are encouraged to read academically rigorous texts, and are given the necessary scaffolding and support to access those texts. • Our Map to Mastery lessons include 'interactive reading' and 'Read Like a Specialist' activities. 	<ul style="list-style-type: none"> • Students will be able to read more rigorously academic texts, enabling them to acquire new knowledge like subject specialists. • Students will have an enhanced academic reading stamina to read texts of various lengths effectively. • Student attainment in tasks where reading is required to demonstrate their mastery will improve. • Students will seek out opportunities to read disciplinary-specific texts that will help expand their subject knowledge independently.
<p>3. Disciplinary Writing</p> <ul style="list-style-type: none"> • To embed the teaching of disciplinary writing in all subjects so that all students write like subject specialists. • To continue to instruct students towards the correct use of SPaG and appropriate technical accuracy in all subject areas. • To further establish that students take pride in their writing. 	<ul style="list-style-type: none"> • Staff instruct students to write like subject specialists, including through our Map to Mastery lesson slides. • Students are given feedback on their writing in our frequent and incisive feedback policy and are taught how to improve their writing in dedicated lesson time, where relevant. • Teachers use writing frameworks, writing mats, structure strips, and metacognitive talk during teacher modelling of writing. 	<ul style="list-style-type: none"> • Students will write further like subject specialists, using more disciplinary vocabulary and standard English (such as full sentences and paragraphs) appropriately and effectively. • Students will have an enhanced academic stamina to complete more high-quality writing. • Students will continuously seek chances to improve on their writing with their goal of reaching mastery.

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		<ul style="list-style-type: none"> • Student attainment in tasks where writing is required to demonstrate their mastery will improve. • Students will take pride in their writing.
4. Disciplinary Oracy <ul style="list-style-type: none"> • To embed the teaching of disciplinary oracy so that all students speak and listen actively, like subject specialists. • To continue to develop our students' confidence to speak aloud. • To enhance our students' ability to use talk as a tool to clarify and deepen their understanding. 	<ul style="list-style-type: none"> • Students are guided to speak like subject specialists through the use of structured talk activities in classrooms. • Staff model high-quality talk with our students. • Students are expected to hone their skills in the habits of attention – active listening and speaking. • Staff expect students to repeat and say the new words that they learn, read aloud in every lesson, and use more academic language in class. 	<ul style="list-style-type: none"> • Students' confidence and ability to listen actively, ask questions, and to speak and read aloud will increase. • Students will correctly pronounce and use more disciplinary key terms in spoken answers. • Students will respond to questions clearly in standard English and using full academic sentences.