

# The Bishop Way: Literacy Strategy



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
<ol style="list-style-type: none"> <li>1. To further foster a life-long passion and proficiency for literacy among our students, especially for reading, including stretching our more able readers.</li> <li>2. To embed opportunities for students to develop their extended and creative writing abilities.</li> <li>3. 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.</li> <li>4. To further students’ curiosity in the etymology and morphology or words.</li> <li>5. To expose students to the best of what has been said and thought.</li> <li>6. To further raise awareness of and understanding of contextual data relating to literacy and how best</li> </ol>	<ul style="list-style-type: none"> <li>• Students are equipped with the general skills and habits to listen actively and speak well</li> <li>• Students can use our ever-expanding library and resource collections to read widely across all subject areas.</li> <li>• Students read and discuss literature regularly in mentor time as part of the 9:9 “Reading for Purpose and Pleasure” programme.</li> <li>• The power of literacy is promoted in ACWs, in each Department area, and through the Base Camp programme.</li> <li>• 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.</li> <li>• Staff use students’ data on literacy to plan their teaching.</li> <li>• Staff model mastery in their own speaking, listening, writing and reading of English across the academy.</li> <li>• Staff and students can take part in further reading activities such as ‘Bookbuzz’, Hardspell, Read for Good, World Book Day and STARBOOKS activities.</li> </ul>	<ol style="list-style-type: none"> <li>1. 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.</li> <li>2. Our students’ ability to decode words, read for purpose and pleasure, and use standard English confidently in written and spoken sentences will improve.</li> <li>3. Student mastery of and attainment in disciplinary literacy activities will improve.</li> <li>4. Students’ cultural capital will expand.</li> <li>5. More students will be inspired to join extra-curricular activities to</li> </ol>

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<p>to support and challenge all our students.</p> <p>7. To continue to ensure that our own speaking, listening, writing, and reading of English supports students in developing their language and vocabulary.</p>		<p>read and write for purpose and pleasure.</p> <p>6. Teaching will be better-informed and planned more astutely to support and challenge all students and their literacy needs.</p> <p>7. Teachers’ own professional understanding and use of literacy will improve, enabling more effective feedback on student misconceptions.</p>
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### Part B: Our aims in developing Disciplinary Literacy across the Academy

Our goals	Our methods	Our results
<p><b>1. Disciplinary Vocabulary</b></p> <p>1.1 To embed the teaching of disciplinary vocabulary so that students know more and use more specialist vocabulary accurately and effectively.</p> <p>1.2 To incorporate the teaching of phonics as a quality-first teaching strategy for all students</p>	<ul style="list-style-type: none"> <li>• Staff receive training on how to instruct students to learn new words like subject specialists, including the use of phonics where appropriate to support all students.</li> <li>• Students discover and explore words using the “Fraye model” which is used in all subject areas.</li> <li>• Students have access to specialist glossaries for every subject, to help them know and remember more new terms.</li> <li>• Students are taught how to maximise the use of tier two (general technical terms) and tier three vocabulary (subject specialist terms) in their work.</li> <li>• Students learn and embed new vocabulary through knowledge organiser (KO) homework and KO tests.</li> <li>• Students explore the etymology and morphology of words.</li> </ul>	<p>1. All Students will know and recall more specialist disciplinary vocabulary and will use them more regularly and appropriately to reach mastery.</p> <p>2. Students will be able to start decoding independently new academic words that they encounter.</p>

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<p><b>2. Disciplinary Reading</b></p> <p>2.1 To embed the teaching of disciplinary reading to allow students to read increasingly complex academic texts like subject specialists.</p> <p>2.2 To further foster in our students a lifelong passion for each subject.</p> <p>2.3 To expand our teachers' understanding of KS2 reading knowledge and skill benchmarks to improve quality-first teaching.</p>	<ul style="list-style-type: none"> <li>• Staff receive training on how to instruct students to read like professionals using active and interactive reading strategies across the academy, including an understanding of phonics.</li> <li>• Staff work to ensure there is seamless consistency in the teaching of reading skills to ensure they build on the skills they arrive with from their primary schools.</li> <li>• Our Map to Mastery lessons include 'interactive reading' and 'Read Like a Specialist' activities.</li> <li>• Students read aloud in every lesson.</li> <li>• Students are encouraged to read academically rigorous texts, and are given the necessary scaffolding and support to access those texts.</li> </ul>	<ol style="list-style-type: none"> <li>1. Students will be empowered to read more rigorously academic texts of various lengths effectively, enabling them to acquire new knowledge like subject specialists.</li> <li>2. All students will reach mastery sooner by effectively building on their progress from KS2 and beyond.</li> <li>3. Students will seek out opportunities to read disciplinary-specific texts that will help expand their subject knowledge independently.</li> </ol>
<p><b>3. Disciplinary Writing</b></p> <p>3.1 To embed the teaching of disciplinary writing in all subjects so that all students write like subject specialists.</p> <p>3.2 To continue to instruct students towards the correct use of SPaG and appropriate technical accuracy in all subject areas.</p> <p>3.3 To further establish that students take pride in their writing.</p>	<ul style="list-style-type: none"> <li>• Staff instruct students to write like subject specialists, including through our Map to Mastery lesson slides.</li> <li>• 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.</li> <li>• Teachers use writing frameworks, writing mats, structure strips, and metacognitive talk during teacher modelling of writing.</li> </ul>	<ol style="list-style-type: none"> <li>1. Students will demonstrate mastery and by writing further like subject specialists, using more disciplinary vocabulary and standard English (such as full sentences and paragraphs) appropriately and effectively.</li> <li>2. Students will be further empowered to complete more high-quality writing.</li> <li>3. Students will take pride in their writing and will continuously seek chances to improve their writing</li> </ol>

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		with their goal of reaching mastery.
<p><b>4. Disciplinary Oracy</b></p> <p>4.1 To embed the teaching of disciplinary oracy so that all students speak and listen actively, like subject specialists.</p> <p>4.2 To continue to develop our students' confidence to speak aloud.</p> <p>4.3 To enhance our students' ability to use talk as a tool to clarify and deepen their understanding.</p>	<ul style="list-style-type: none"> <li>• Students are guided to speak like subject specialists through the use of structured talk activities in classrooms.</li> <li>• Staff model high-quality talk with our students.</li> <li>• Students are expected to hone their skills in the habits of attention – active listening and speaking.</li> <li>• 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.</li> </ul>	<ol style="list-style-type: none"> <li>1. Students' confidence and ability to listen actively, ask questions, and to speak and read aloud will increase.</li> <li>2. Students will correctly pronounce and use more disciplinary key terms in spoken answers.</li> <li>3. Students will respond to questions clearly in standard English and using full academic sentences.</li> </ol>

### Part C: Our aims in developing a robust Literacy and Numeracy intervention programme for our KS3 students

Intent	Implementation	Impact
<ol style="list-style-type: none"> <li>1. To identify all students and any literacy barriers they have upon their arrival.</li> <li>2. All students will gain the support they need to flourish academically and personally through strong literacy skills</li> <li>3. All students will follow and have access to a broad and balanced curriculum that also supports their needs</li> <li>4. Any barriers to our students' learning are removed, ensuring</li> </ol>	<ul style="list-style-type: none"> <li>• All student entry data is scrutinised to ensure students are placed in the correct set.</li> <li>• Students needing literacy support are placed in a specific SLG Mentor Group, which follow the regular mentor curriculum and include extra focus on Phonics</li> <li>• Students receive additional literacy intervention as part of their curriculum hours, including a robust SSP (systemic synthetic phonics) intervention programme within SLG Curriculum hours.</li> <li>• Students in our SLG groups will follow an SLG Spanish curriculum, with cultural capital at its core, and an emphasis on phonics, grammar and syntax that will reinforce students work towards closing literacy gaps.</li> <li>• Students in the SLG route are invited to free, compulsory 10:10 Literacy Intervention once weekly</li> </ul>	<ol style="list-style-type: none"> <li>1. We will know more about how to teach each student effectively, and all students will learn best in the correct set. This will allow them to achieve their full potential and allow them to become prosperous literate adults, providing greater academic, social and professional success.</li> <li>2. Students will follow the same mentor curriculum as all in their year group, and will be given further support to close the gaps in their literacy and numeracy skills.</li> </ol>

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that students can live life to the full.

- Staff who teach students who are not yet proficient at reading are trained to understand and use phonics and quality-first teaching strategies to support all learners
- Staff working with our SLG groups are part of a collaborative internal network who share best practice so that it becomes common practice for all
- Literacy intervention activities (such as the Accelerated Reader programme, Reading Intervention, Phonics Programme, Reading Recovery and Writing Intervention programmes) support students' literacy.

3. Students will make greater reading progress and teachers' own professional understanding and use of phonics will improve, enabling more effective teaching approaches to reading
4. Students will be able to access the full curriculum offer while still accessing the essential support to overcome any literacy gaps.
5. The reading abilities of all students (not just those in SLGs) will enhance, creating more confident readers in every year.