

Literacy Intent

It is the intention of Ormiston Forge Academy to provide opportunities across the curriculum for students to become confident and empowered learners who can access reading material in diverse forms, communicate with clarity in written forms, and express themselves fluently and appropriately in spoken exchanges in order that they are able to function as citizens in a diverse, ever changing and interconnected world.



Deliver literacy across all subjects to develop students who are confident and empowered learners.



Develop confident, fluent readers who are critical in their approach to a range of texts. Develop a love of reading and engage students in reading for pleasure.



Develop confident, fluent writers who are able to communicate in a range of academic and real-life situations.



Develop confident, fluent speakers who can communicate their ideas and feelings in appropriate forms.

Implementation **A consistent and systematic approach across all subjects**

Consistent Reading Strategies :

There is a clear link between reading skills and writing skills. In KS3 and beyond, students are exposed to a range of reading skills which will impact on their ability to formulate responses in a range of areas and across subjects. Reading is underpinned by oracy.



Our key word level reading skills

are: decoding, fluency, vocabulary and prior knowledge.



Our key text level reading skills

are: prediction, comprehension, inference and summarising

Reading Fluency: and 200 word summaries:

In KS3, students are encouraged to improve their reading fluency through 200 summaries of the substantive knowledge for each topic. Summaries are read aloud regularly to familiarise students with key vocabulary and ideas. Reading fluency is a key skill for all students and we aim for students to be able to read between 120 and 190 words per minute by the end of year 11 as this speed will enable secure access to all GCSE papers. Reading aloud fluently will also aid students' ability to read silently fluently aiding both reading for learning and reading for pleasure.



Explicit Vocabulary Instruction and Key Spellings:

In KS3, students are introduced to key vocabulary needed to access learning and substantive knowledge in all subjects. Vocabulary is taught explicitly at the beginning of units of work and through key spellings. Spellings are linked to an icon to aid memory and are taken from 200 word topic summaries. All spellings are revisited three times. Key words are also defined and used in context to ensure mastery of the terms. A common oracy toolkit supports students in using new vocabulary in context developing confidence and accuracy.



Daily reading

In KS3, all students engage in ERIC (Everyone Reads in Class) for 20 minutes every day, across all subjects. Staff listen to students read and model reading themselves during the session. In English, students have a weekly reading and free writing lesson designed to offer a broader range of reading material including fiction, non-fiction and current affairs. Discussion of daily reading encourages student s' verbal reasoning, Access to a free Buzzbook and to the library during ERIC, free reading and at break times supports students in daily reading.



All

Timely Intervention

In KS3, learners have access to a range of interventions to support them in becoming confident and fluent readers. Phonics support is offered to students who are not fluent decoders; 1:1 reading support is offered through daily through repeated reading, ERIC reading offers targeted students additional 1:1 support; book group and Carnegie tracking offers the opportunity to meet and discuss current, high quality young adult fiction.




Modelling and Teacher as Expert

In all key stages, teachers are literacy experts who model reading and writing processes to students. The Academy uses **I, We, You** as a method of support for students, making disciplinary knowledge both explicit and accessible. Learning is scaffolded to support students on their journeys to becoming independent and lifelong learners.

Formative marking for literacy identifies and seeks corrections for errors in key spellings and grammar. Whole class feedback encourages students to explore excellent peer examples and edit their own writing.



Impact **Improved opportunity and outcomes for students**

 Engaged students with a love for reading.



Confident speakers who are able to apply logic to their learning and communicate clearly in a range of situations.



Engaged writers who understand the writing process and are able to make accelerated progress.



Empowered staff who can support our students.