



CAISTER ACADEMY
Creative Education Trust
School of Literature
and Performing Arts

Literacy at Caister Academy: A Whole-School Approach

Vision – a school of Literature and Performing Arts

- Every student can read fluently across the curriculum, using the language of powerful knowledge to enable them to do more by knowing more.
- Their spoken and written language accurately reflects the knowledge that they have acquired so that they can communicate their thoughts and ideas effectively.
- Students choose to self-acquire new knowledge through both traditional and digital texts, reading around the subject matter they encounter across the curriculum.

Reading at Caister Academy

Our determination to close the ever-emerging reading gap is at the forefront of form time and lesson planning here at Caister Academy. Within KS3 form time, our students are immersed into our guided reading programme; a programme designed to engage students in a range of literature and to model to them the fluency of reading, pronunciation, and intonation, as well as recalling, defining, and clarifying key vocabulary.

Our whole school Reading for Meaning strategy also promotes a whole academy approach to reading: tracking the text with a ruler, summarising key information, and clarifying for understanding.

Interventions

- *Read, Write, Inc* phonics programme for those who require it upon entry in year 7
- *Lexia* for our year 7 and 8 students
- A bridging curriculum within English once students have graduated from the phonics programme
- Literacy lessons within our timetabled KS3 library lessons for English
- *Catapult* programme for years 9, 10 and 11
- Handwriting intervention for those who require it

Learning Through a Literacy Lens

- Our curriculum is designed to plan for, and implement our Caister Academy literacy strategies for reading, writing and oracy. Curriculum leaders plan each unit of work with these strategies in mind, which subsequently filters down to lesson planning and delivery for all our teachers and subject assistants.
- As an academy we promote the use of subject specialist language across all subjects and within all lessons. Vocabulary lists for each subject are printed within student exercise books and are also published on our website.
- All subject assistants have been phonics trained to assist those students who require further support and intervention across all subject areas.

Literacy in Physical Education

Reading (Explicit in KS4):

- The Academy Reading for Meaning strategy is used to analyse written texts. Reading with a ruler and review comprehension before proceeding with learning.
- Adaptive teaching (scaffolding) for students below age-expected reading through comprehension check ins, visual cues, sentence starters, glossary of key terminology.
- Questioning is used to determine comprehension of written texts
- Students provide verbal summaries of what they have read
- Teachers and students clarify and define specialist language to decode written texts
- Display, define, decode through visually displayed definitions of Tier 2 and Tier 3 vocabulary.
- Teachers develop reading skills through additional PE homework opportunities which include the reading of relevant subject texts and articles.

Writing (Explicit in KS4):

- Teachers model exemplar extended writing to prevent common misconceptions and incorporate specialist language
- Checklists for Success are used by students to self-assess and improve extended writing
- Students proofread work completed on digital platforms to correct spelling, punctuation, and grammar
- Teachers deep mark summative assessments in line with the whole school literacy policy.

Oracy (Across all key stages):

- Students are challenged to answer questions using full sentences - "Say it again but say it better"
- Specialist language is recalled verbally
- Teachers model and guide students on the correct use and pronunciation of spoken language
- Teachers provide opportunities for students to work in group talk – providing opportunities to debate, challenge and developing their reasoning.