



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 English

Reading:

- Reading for Meaning - Students will read unseen prose texts line-by-line using a ruler, underlining key details as they go (where appropriate e.g. no underlining in school texts).
- Questioning will be used either verbally or written to clarify understanding or students will summarise what they have read.
- Teachers will build in opportunities to explore and define key vocabulary.
- Teachers and students clarify and define specialist language to decode texts.
- Independent reading skills will be developed through homework tasks using relevant high-quality texts and articles.

Writing:

- Checklists for success are used to outline expectations for student work including homework tasks.
- Sentence stems are used, where appropriate, before and during writing.
- Teachers live model responses or create class model paragraphs to allow students to understand process of construction.
- Students are encouraged to proofread their work after completion to check and correct any spelling, punctuation, or grammar errors.
- Teachers will test students on key and specialist vocabulary with regular spelling tests embedded into SOL.
- Students complete regular pieces of extended writing each half term including homework.
- Writing is peer/self-reviewed using the department self/peer assessment template.
- Teachers deep mark both formative and summative assessments in line with the whole school literacy policy.

Oracy:

- Students are challenged to respond to questions using full sentences.
- Teachers model and guide students on the correct use of spoken language.
- Teachers build in opportunities for students to discuss ideas within lessons. Allowing them to work collaboratively with different students to expose them to a range of ideas.
- Teachers give students a chance to challenge each other verbally, developing their reasoning.
- Students to be taught basic rules and manners when taking part in discussions and listening to others – one voice policy.