



# St Luke's

# Literacy Matters

At St Luke's we have a culture of reading and understand all teachers have a responsibility to ensure students can read fluently and accurately; we provide students with regular opportunities to write at length in an academic register as appropriate to our subject and we expect students to speak in full sentences, using a range of Tier 2 and Tier 3 vocabulary

## Why does it matter?

- Literacy is a gateway to academic achievement and a significant influence on outcomes as diverse as earning potential and health and wellbeing.
- High levels of literacy across society are vital to ensure students are able to live 'Life to the full'

### As Head of Department

- Knowledge Organisers and Curriculum Maps identify core tier 2 and tier 3 vocabulary
- Ensure curriculum and all department teachers explicitly pre-teach vocabulary: this could include etymology of words and Frayer diagrams
- Present information via text rather than Power Point or video within lessons. High quality texts, news articles, book extracts... Create opportunities to read!
- Use textbooks or prepare booklets with embedded reading
- Ensure developing subject disciplinary literacy is regularly on the agenda
- Promote literacy as every teachers' responsibility

### Tracking, additional support and Interventions

- All students are assessed using NGRT at least twice a year
- Students most up-to-date NGRT reading ages on Class Charts
- Students with low SAS are offered support through Lexia on a rotational basis
- Year 7 Students are assessed through Little Wandle and weakest readers are prioritised for small group-tutorial intervention on phonics, fluency, comprehension
- Year 7 & 8 have 6-weekly reading intervention focused on echo reading, developing fluency and reading age-appropriate fiction texts

### As a Class Teacher

- Reading strategies (e.g. reciprocal reading, tracking) explicitly taught and habitually modelled when reading text in class
- Pre-teach key vocabulary prior to reading and drop in synonyms for unfamiliar words
- Vocab banks are provided to support development of wide vocabulary
- Model writing tasks using strategies such as 'I do, We do, You do'
- Scaffolding such as: structure strips, live modelling, mnemonics etc
- Explicitly teach features, aims and conventions of excellent, accurate writing within subject discipline
- Model fluent reading and encourage reading aloud
- Support students with low RA through activating prior knowledge and chunking reading into shorter extracts before using reciprocal reading strategies
- Use 'turn and talk' for oral rehearsal
- Insist on full sentence responses correcting inaccurate grammar

### As a Tutor

- Celebrate opportunity for tutor reading
- Model fluent reading with expression and intonation
- Ensure students track the text and use a ruler or bookmark as you read
- Use tutor reading slides with vocab and reciprocal reading strategies
- Yr 7 & 8 tutors promote SPARX reader

**SEND:** Further diagnostic assessments and 1-2-1 phonics intervention, handwriting support, Access Arrangements