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What does research tell us? Improving literacy in secondary schools- Education Endowment Foundation (October 2021)

- Reading is one of the biggest barriers that prevents students from deprived areas from making progress in line with students from middle-class backgrounds.
- As of 2019 only 73% of pupils leaving primary school reached the expected level for reading before moving to secondary school. Due to the implications of COVID-19, this gap will have increased.
- Reading is so important because of the amount of background knowledge and vocabulary that we pick up – for a novice this supports faster progress.
- For students to thrive in our subjects they need to read in our subjects – regularly.
- 'One of the biggest challenges for disadvantages pupils...is the presumption of language comprehension.' (Addressing Educational Disadvantage: Mark Rowland, 2021)

The Approach to Reading (2023/24)

1. Disciplinary Literacy	**Why:** • 'Literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life' (Education Endowment Foundation: October 2021) • Developing crucial reading skills in decoding, inference, and comprehension to allow all students to access the curriculum. • Supporting curriculum leaders to make the implicit reading skills in their subjects explicit to students to develop their mental models of the curriculum and the world around them. • Empowering teams to develop disciplinary reading that gives students skills and knowledge to be successful in their subject areas. **How:** • A review of literacy within subjects: curriculum leaders identified where in their subjects that students read, write, and speak. This allowed focused planning of strategies to support each subject and develop literacy skills across the school. • **Big Class Read:** Explicit opportunities to read are embedded into Humanities, Art and MFL curriculum planning. Core knowledge is delivered through reading of a text as a class and then answering comprehension-based questions to check for understanding. • **Reading Strategies - Reciprocal reading approach**: a structure of categories of questions to ask before, during and after reading to develop reading skills: predict/activate prior knowledge, clarify, question, summarise. To be launched in 2024/25 academic year. • **Rosenshine - Daily, Weekly and Monthly Reviews**: Embedded across subject areas to support retention of core knowledge and specific terminology and was we focus on enhancing pupils understanding and application of vocabulary. • **'Everybody Writes'**: Developing extended written responses in independent practice so that pupils can apply core and procedural knowledge to the highest academic standard. **Intended Impact:** • Teams will feel supported within their curriculum areas to use complex academic texts and to develop reading skills within their subjects, adapting their schemes of learning to support the explicit teaching of reading. • Students' understanding of subject specific texts will be developed, allowing them to access a range of complex academic texts. • Students' reading skills will have improved as they will have practiced decoding, inference, and comprehension methods across school. This will have an impact on both their outcomes at GCSE and NGRT tests.
2. Explicit Vocabulary Instruction	**Why:** • 'Language is the key to success in accessing the curriculum, in participating in lessons, in developing background knowledge that binds learning together, and in developing relationships in adults and peers' (Addressing Educational Disadvantage: Mark Rowland, 2021) • The explicit teaching of both Tier 2 and Tier 3 vocabulary will support student's language development as a consistent approach will help to build mental models of words used in different contexts. 'Effective approaches, including those related to etymology and morphology, will help students remember new words and make connections between words.' (EEF: October 2021) **How:** • Within the **Curriculum Plans**, Curriculum Leaders have identified key vocabulary which should be developed within each sequence of learning. • Curriculum Leaders to follow an agreed approach of vocabulary instruction within lessons to ensure a consistent approach to the development of both Tier 2 and Tier 3 vocabulary and the building of mental models of vocabulary for students. 1. Introduction through an agreed and consistent definition. 2. Explore understanding through contextualising and drawing links to additional knowledge. 3. Consolidation of learning through learning checks, quizzes and Do Now tasks. • **Core Knowledge:** Embedding core knowledge specific subject terminology across subject areas through regular quizzing, explicit modelling of the use of Tier 3 vocabulary and the use of knowledge organisers. **Intended Impact:** • Teams will feel supported within their curriculum areas to adapt their teaching of vocabulary so that it explicitly teaches them both Tier 2 and Tier 3 words. • Students' understanding of subject specific texts will be developed, allowing them to access a range of complex academic texts. • Students' reading skills will have improved as they will have practiced decoding, inference and comprehension methods across school and will have a developed vocabulary. This will have an impact on both their outcomes at GCSE and NGRT tests.
3. Reading Intervention	**Why:** • High quality teaching across the curriculum will reduce the need for extra literacy support. Nevertheless, it is likely that a small number of students will require additional support in the form of high quality, structured, targeted interventions-to make progress. • In 2023, 1 in 4 students were reading below age-related expectations and are in Stanine 1-3 after NGRT testing. • On average, 29% of Pupil Premium students are reading below age-related expectations, in comparison to 22% of non-Pupil Premium. **How:** • **NGRT Testing –** All year groups complete reading assessments using the NGRT Testing programme at the beginning and end of the academic year. (Information regarding testing is detailed above). Those accessing intervention or who are in Stanine 1-3 are also assessed Mid-Year to monitor the impact of interventions. • **High quality and trackable reading interventions** – Based on the dataset from the NGRT testing, students are banded into four wave groups. The level of intervention that students receive is dependent upon the data that emerges from the reading assessment. Stanines and SAS results are utilised to allocate individual students to a programme tailored to help improve their reading and abilities. Intervention includes:

		- **Lexonik Leap** – These are short and frequent phonics interventions that take place three times a week with a specialised member of staff. Impact is measured through a specialised beginning and end point assessment. - **Lexonik Advance** - 60-minute reading intervention, that take place weekly for a six-week period. Impact is measured by a beginning and end point WRAT test. This is led by specialist staff. • **Bespoke comprehension and fluency interventions –** utilising the skill set from the Lexonik interventions, specialist staff run bespoke interventions focused on comprehension and vocabulary building for students who have been through Lexonik Leap but need further support. Bespoke interventions use Reciprocal Reading questioning or repeated reading practice as the basis of the intervention with phonics and/or vocabulary building skills woven in. **Intended Impact:** • By the time students finish KS3, they will be reading in line with national age-related expectations. This will be measured as students will be moving into Stanine 4 and above. • Students will have developed fluency within reading, decoding, and comprehension skills to access the wide range of texts they will have to encounter both in and out of school. • The interventions we have in place will become tailored to individual student needs to ensure all gaps are closed.
4.	**Character Education/ Promoting a love of reading**	**Why:** • We want our students to broaden their understanding of the world they live in and giving them access to a diverse range of texts will do this. • We want reading to be a vehicle for character education which supports students to develop the character and values that will enable them to be happy and successful and become good citizens who contribute to and beyond the local community. **How:** **Citizenship Reading:** • One 30-minute session a week in Form Time with a focus on reading Non-Fiction texts specifically relating to current events. • Form Tutors read aloud to students, modelling fluency, and reading with expression. • Articles are chosen to relate to current events and the level can be adapted to support the development of Tier 2 vocabulary as well as to build student's cultural capital as they can experience texts from different backgrounds and perspectives. • Dedicated CPD to ensure alignment and consistency, focusing on common routines, shared language, and delivery of the programme, including scripting and delivery of new vocabulary. **Character Curriculum:** • Frequent opportunities for reading given in the Character Curriculum, weekly moral dilemma is read to students to allow opportunities for discussion. The Moral Dilemma is sourced from the Jubilee Centre but different dilemmas from literature texts have also been used. ▪ **Sparx Reader:** Sparx Reader homework is delivered through English to support the continued practice of reading by students. Form tutors and English staff have engaged with CPD to support their understanding of how the function programmes to facilitate engagement conversations and to support monitoring of their group's performance. ▪ **Cultural Capital:** Curriculum links, selected texts and extracts delivered across the English curriculum to promote greater socio-cultural awareness in line with UL Curriculum. **Promoting a love of Reading:** • **School Library**– Reading hub social times and co-curricular clubs to raise the profile of reading. Termly events and half termly display to encourage reading of a wealth of literature. Rewards and competitions used to motivate students engage in reading. • **Reading Events and World Book Day:** Along with the Reading Team, Student Literacy Ambassadors work to promote events, competitions and co-curriculars including visiting writers to raise the profile of reading across the academy. • **Student Librarian programme:** Student Literacy Ambassador's meet half termly to plan library events, contribute to the library catalogue ordering and plan rewards. Student Librarian's volunteer on a weekly basis in the library during social times, they support with the functionality of the library and promote of love of reading. **Intended Impact:** • Students access a range of texts during Tutor Time which are chosen with the purpose to both broaden their vocabulary and their understanding of the world around this. • Students will develop an enjoyment of reading texts and will seek to borrow and read a range of challenging and thoughtful texts to widen their perspectives. • Reading and literacy will be seen as a skill that is relevant to life after school rather than a subject specific skill. This will allow reading skills to be developed throughout their time at Barnsley Academy as well as beyond.
5.	**Oracy**	**Why:** • 'Talk matters: both in its own right and because of its impact on other aspects of learning.' (EEF: October 2021) • We want to remove the oracy barrier, so our students have the best chance to thrive in every subject and develop lifelong skills for life after Barnsley Academy. • We understand that oracy plays an essential part in how students build relationships in life both in social and professional contexts and we want them to be equipped to build relationships and have meaningful interactions in all aspects of their adult lives. **How:** • **The BA Oracy Toolkit:** to be used in each curriculum area including character education containing expectations of what 'quality' student talk looks like and sentence stems to support students. • **Oracy opportunities built into the Tutor Time programme:** discussions built into the Moral Dilemma each Monday to develop critical reasoning skills, opportunities for discussion around tutor time reading texts exploring key themes and characters – encouraging students to express opinions clearly with develop explanation. • **Turn and Talk**: launched with Middle Leaders in Spring 2 to begin planning with curriculum areas. Regular opportunities for students to 'turn and talk' in lessons, using the BA Oracy Toolkit to support purposeful conversations. Paused due to other curriculum priorities, to be relaunched in Spring 2 2025. • **TLAC –** Right Is Right, No Opt Out, Cold Calling, Turn and Talk. All strategies are part of our continued development and commitment to improving how pupils articulate and develop verbal responses. **Intended Impact:** • Students can have clear conversations which align with the Academy's values, they will be seen to utilise the criteria in the toolkit. • Students' written work will be clearer and more developed as students will have the opportunities to voice and process their ideas before writing them down in independent practice.

Reading Intervention		
Wave 1	**All students** are taught reading strategies that will help them become proficient readers. Staff promote reading fluency in their lessons and as part of a whole school reading programme.	*Tutor Time Reading, Big Class Read, Reciprocal Reading, Explicit Vocabulary Instruction*
	All students complete the NGRT reading test in June each year. New Year 7 students complete the NGRT test on arrival and students in wave 3 and 4 are tested in February.	
Wave 2	Students who have a standardised age score of 95-105 will be monitored through the NGRT testing and will access the Lexonik Advance Programme.	*Strategies: Lexonik Advance, Paired reading and comprehension.*
Wave 3	Students who score below 95 will be identified for the Lexonik Advance programme. If, after this, students are still below 95 they will participate in comprehension intervention utilising Reciprocal Reader techniques. Students in this category will complete a mid-year and end of year NGRT.	*Lexonik Advance, Comprehension*
Wave 4	Students who score below 85 and who are unable to decode fluently will be identified for a phonics intervention. Students in this category will complete a mid-year and end of year NGRT to monitor.	*Lexonik Leap, Fluency*
	After each cycle of intervention, all students should be reviewed in terms of their progress to ensure that they are still in the right category. This should be done alongside the SEND department.	