

Barnsley Academy Literacy Strategy

The Research

- Reading is one of the biggest barriers that prevents pupils from deprived areas from making progress in line with pupils 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. As we continue to progress following the pandemic this gap has 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 pupils 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 development of Oracy skills has significant benefits for pupil progress, 'on average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.' (EEF, 2021)

The Priorities

1. To ensure that all pupils are supported to become **fluent readers**.
2. To ensure that pupils are taught how to read and write academic texts in **different subjects**.
3. To develop pupils' **vocabulary**, ensuring that they learn both subject specific terminology as well as academic vocabulary.
4. To provide opportunities for pupils to **explore and celebrate a variety of texts and perspectives**, providing a wider cultural experience.
5. To support the **development of writing** in all subjects.
6. To teach pupils how to develop their **spoken language** skills.

Whole School Strategies

- **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.
- **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.
- **Knowledge Organisers:** curriculum areas utilise Knowledge Organisers to aid student retention of new vocabulary and concepts. Consistent definitions help to develop student vocabulary.
- **'Everybody Writes':** Developing extended written responses in independent practice so that pupils can apply core and procedural knowledge to the highest academic standard.
- **Reading with a ruler:** when students are reading a text in lesson, either independently or tracking a teacher reading, students are following with a ruler to ensure that they are closely reading and engaging with the text to develop fluency skills.
- **Use of Standard Aged Scores and reading data:** results from the NGRT reading tests are communicated to staff via Arbor so that classroom teachers are aware of any reading or comprehension barriers that students may face to adapt their teaching.

Our Foci for 2024-25

1. Disciplinary Reading	<p>Why:</p> <ul style="list-style-type: none"> • '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 empowers all pupils to access the curriculum. • Supporting curriculum leaders to make the implicit reading skills in their subjects explicit to pupils to develop their mental models of the curriculum and the world around them. • Training teams to embed disciplinary reading to develops the skills and knowledge students need to be successful in their subject areas. <p>How:</p> <ul style="list-style-type: none"> • Cycles of literacy reviews within subjects: curriculum leaders identify where in their subjects, pupils read, write, and speak. This supports focused planning of strategies to support each subject and develop literacy skills across the school. • Big Class Read: Explicit opportunities to read are embedded across the curriculum. 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.
2. Explicit Vocabulary Instruction	<p>Why:</p> <ul style="list-style-type: none"> • '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 pupil'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 pupils remember new words and make connections between words.' (EEF: October 2021) <p>How:</p> <ul style="list-style-type: none"> • Within the Curriculum Plans, Curriculum Leaders have identified key vocabulary which should be developed within each sequence of learning. • Curriculum Leaders follow an agreed approach to vocabulary instruction within lessons to ensure a consistency in the development of both Tier 2 and Tier 3 vocabulary and the building of mental models of vocabulary for pupils. <ol style="list-style-type: none"> 1. Introduced through an agreed and consistent definition. 2. Explored through contextualising and drawing links to additional knowledge. 3. Consolidated through learning checks, quizzes and Do Now tasks.
3. Reading Intervention	<p>Why:</p> <ul style="list-style-type: none"> • High quality teaching across the curriculum will reduce the need for extra literacy support. Nevertheless, it is likely that a small number of pupils will require additional support in the form of high quality, structured, targeted interventions-to make progress. • In 2023, 1 in 4 pupils were reading below age-related expectations and are in Stanine 1-3 after NGRT testing. • On average, 29% of Pupil Premium pupils are reading below age-related expectations, in comparison to 22% of non-Pupil Premium. <p>How:</p> <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> - High quality and trackable reading interventions – Based on the dataset from the NGRT testing, pupils are banded into four wave groups. The level of intervention that pupils receive is dependent on the data that emerges from the reading assessment. Stanines and SAS results are utilised to allocate individual pupils to a tailored reading programme to close gaps. Intervention includes: <ul style="list-style-type: none"> - Lexonik Leap: 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 interventions led by specialist staff which take place weekly over a six-week period. Impact is measured by a beginning and end point WRAT test. - Bespoke intervention for Year 11 pupils: Utilising the skillset from the Lexonik interventions, specialist staff deliver bespoke interventions for Year 11 pupils during either the school day as part of their timetable, or after school.
4. Character Education - Promoting a love of reading	<p>Why:</p> <ul style="list-style-type: none"> • We want our pupils 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 pupils 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.

	<p>How:</p> <p>Tutor Time Reading:</p> <ul style="list-style-type: none"> • Two 30-minute Tutor Time Reading sessions a week. Form Tutors read aloud to pupils, modelling fluency and reading with expression, as pupils track the text with a ruler. • Books are chosen through consideration of both a Tier 2 vocabulary level and to build pupil's cultural capital as they can experience texts from different backgrounds and perspectives. • Dedicated CPD is delivered to ensure alignment and consistency, focusing on common routines, shared language, and delivery of the programme, including scripting to support the introduction of new vocabulary. • Bespoke CPD is delivered support staff to develop their practice further, staff identified through the QA process. • Pupil voice is used review and refine the book selection covered: a group of pupils in the year above read and reviewed two books to choose the next read for Year 9. <p>Character Curriculum:</p> <ul style="list-style-type: none"> • Frequent opportunities for reading and discussion are embedded in the Character Curriculum, notably the weekly Moral Dilemma which is sourced from the Jubilee Centre. • Sparx Reader: Sparx Reader homework is delivered by English teachers to support the continued practice of reading by pupils. All teachers of Y7 and Y8 have engaged with CPD to support their understanding of how the function programmes to facilitate engagement conversations and to support monitoring of their groups' performance. <p>Promoting a love of Reading:</p> <ul style="list-style-type: none"> • School Library– Reading hub social times and co-curricular clubs are focused on raising the profile of reading and encouraging students to access a wealth of literature. Rewards and competitions are used to motivate pupils engage in reading. • Half-termly Reading Events and World Book Day: Along with the Reading Lead, Pupil Literacy Ambassadors work to develop a termly calendar of events including visiting author presentations and workshops to raise the profile of reading across the academy. • Literacy Ambassador programme: Pupil Literacy Ambassador's meet fortnightly to plan library events and displays and to lead on communications in Principal Newsletters about reading and popular books. • E-Platform: All pupils have access to our online library from home. This contains a collection of 3000 eBooks and audiobooks. This is to support all pupils to have access to a wide range of literature and reading.
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5. Oracy	<p>Why:</p> <ul style="list-style-type: none"> • '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 pupils have the best chance to thrive in every subject and develop lifelong skills for life after Barnsley Academy. • 'There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.' (EEF, July 2021) <p>How:</p> <ul style="list-style-type: none"> • The BA Oracy toolkit: Currently being implemented in each curriculum area including character education containing expectations of what 'quality' pupil talk looks like and sentence stems to support pupils. • Oracy opportunities built into the Tutor Time programme: Discussions are built into the Moral Dilemma each Monday to develop critical reasoning skills and opportunities for discussion around tutor time reading texts exploring key themes and character – encouraging pupils to express opinions clearly with develop explanations. Turn and talk opportunities are fed through the Votes for Schools form time session, focusing on developing pupils understanding of current events as well as the British Modern Value of democracy. • Turn and talk: Built into learning checks within the lesson to strengthen mental models within explicit vocabulary instruction. Used to develop understanding of key concepts as pupils are encouraged to voice their ideas about a topic and to discuss with each other. Sentence stems are used to ensure pupils have the confidence and the guidance to communicate effectively.
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Intended Impact

- All students will be reading at least in line age-related expectations.
- All students who were identified as Stanine 1 will be reading within Stanine 4.
- All students will be confident in understanding, deciphering and interpreting texts across the curriculum.
- Engagement with reading and character will build students understanding of the world around them to help them become well-rounded citizens.
- Students will be able to use tier 2 and 3 vocabularies in both verbal and written contributions with accuracy and to explore and communicate sophisticated ideas.
- Students will become strong orators and communicators who confidently convey their ideas and views in a range of contexts in and beyond the classroom.

Reading Intervention

Wave 1	<ul style="list-style-type: none"> - All pupils 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. - All students in year 7,8 and 9 will access Sparx Reader homework through their English lessons. 	<i>Tutor Time Reading, Big Class Read, Reciprocal Reading, Explicit Vocabulary Instruction</i>
- All pupils are tested in September/November and June/July using NGRTs. Using the NGRT data, the specific needs of pupils are identified, and pupils grouped accordingly.		
Wave 2	<ul style="list-style-type: none"> - Pupils who have a standardised age score of 85-105 will be identified to complete Lexonik Advance intervention. A six week cycle of vocabulary building. - Pupils in this category will complete a mid-year and end of year NGRT. 	<i>Strategies: Lexonik Advance.</i>
Wave 3	<ul style="list-style-type: none"> - Pupils who have completed Lexonik Leap and therefore have had all phonics gaps filled, but are not yet at the stage in which they can access Lexonik Advance (SAS score of below 85), will complete a weekly comprehension and fluency intervention utilising the Reciprocal Reading strategies to build comprehension skills. - Pupils in this category will complete a mid-year and end of year NGRT to monitor progress. 	<i>Group reading, comprehension using Reciprocal Reading Strategies.</i>
Wave 4	<ul style="list-style-type: none"> - Pupils who score below 85 and who are unable to decode fluently will be identified for a phonics intervention. - Pupils in this category will complete a mid-year and end of year NGRT to monitor. 	<i>Lexonik Leap</i>
After each cycle of intervention, all pupils 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.		