



# Darwen Vale High School

## literacy strategy

### 2022-2023

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## Aims

In the January 2022 Reading Framework published by the Department of Education, it was stated:

Reading is fundamental to education. Proficiency in reading, writing and spoken language is vital for pupils' success. Through these, they develop communication skills for education and for working with others: in school, in training and at work. Pupils who find it difficult to learn to read are likely to struggle across the curriculum, since English is both a subject in its own right and the medium for teaching. This is why the government is committed to continuing to raise standards of literacy for all.

This understanding of the importance of English and literacy are at the centre of our literacy strategy at Darwen Vale High School. We believe that words lie at the heart of our quest to narrow gaps between the advantaged and the disadvantaged. Words allow us to express ourselves, be confident and open up the channels of effective communication.

Our aims, at their core, are as follows:

- To ensure literacy is marked and practiced consistently throughout the school.
- To equip staff with the required knowledge to include literacy effectively in their practice.
- To instil a love of reading in our students.
- To equip students with essential reading skills.
- To equip students with key oracy skills.
- To equip students with key SPaG skills.
- To develop cultural capital within our students.

# Reading

## Culture

At Darwen Vale High School, we recognise that all teachers are teachers of reading and have developed a strong reading culture across all curriculum areas. This is clearly shown as:

- All teachers have 'what I am reading' posters on display to facilitate discussions with students centred around reading.
- All teachers have received multiple CPD sessions around developing reading comprehension in lessons.
- All teachers have student reading ages in their planners to guide questioning and reading in class.
- All form tutors deliver one lesson of reading for pleasure weekly, during form time.
- All English teachers deliver weekly reading for pleasure lessons to years 7 and 9.
- The school library is run by our librarian and is open break, lunch time and after school.

## Testing and intervention

- At the start of the year, all students are tested using the GL NGRT assessment which determines a student's reading age, their standard age score, group rank, national percentile rank and stanine.
- Following this, students then take a Hodder reading test which allows staff to tackle any anomalies that have been flagged in the NGRT test.
- After these two tests have been completed, five cohorts of students are developed.
  - **Cohort One**, Through the data collected by both tests, this cohort has been identified as needing phonic intervention and will receive Read, Write, Inc lessons from the trained SEND team.
  - **Cohort Two and Three**, Through the data collected by both tests, these cohorts have been identified as needing comprehension intervention. These students can successfully decode words but struggle to understand what they are reading. These students receive intervention based upon reciprocal teaching to develop

their comprehension skills. This takes place during their allocated assembly time in form.

- **Cohort Four**, This cohort are slightly below their chronological reading age and receive in class reading intervention provided by the class teacher. This intervention is informed by strategies delivered in CPD that aim to further develop reading comprehension skills.

## **Vocabulary and SPAG**

At Darwen Vale High School, we understand the vital importance of developing our student's vocabulary, explicitly teaching tier three language whilst ensuring accurate spelling, punctuation and grammar. This is the key to our students being able to communicate clearly and effectively not just in their academic career but beyond.

### **In classrooms**

- Across all curriculum areas, staff have identified tier three vocabulary and have planned when to explicitly teach this language.
- Across all curriculum areas, vocabulary is explicitly taught using the same format. Every teacher will show students the definition, an example in a sentence and use pictures to dual code the meaning of the words.
- Across all curriculum areas, teachers will retrieve key vocabulary throughout the planned units.
- Every week during form time, Word Of The Week is delivered by form tutors following the standardised format. English teachers then retrieve this with their classes using the Frayer model. Word Of The Week is subject specific and changes every week.

### **Marking**

- All students have the literacy marking policy on the back of their exercise books.
- Teachers mark for spelling, punctuation and grammar during the allocated marking intervals.
- The symbols teachers used for SPAG are standardised and on the back of student's books.