

Teachers must: “demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject”. *Teachers’ Standards (pg11)*

Vision

Language is the prime medium through which students learn and express themselves across the curriculum. It involves the way students access and interact with spoken and written texts. Therefore, literacy is the lifeblood of not only our academy, but any organisation our students go on to be a part of. Thus, high standards of literacy lead to success, both in the academy and in adult life and all teachers have a stake in improving standards of literacy.

Ercall Wood Academy is committed to raising standards of literacy across the curriculum. Our vision is clear and concise:

1. **Empower** students with reading strategies to help them access texts across the curriculum (Reading Strategies: *Decoding, Fluency, Comprehension*)
2. **Respect** reading by developing a love and curiosity of books (Reading for Pleasure and DEAR)
3. **Aspire** to develop students’ reading ages and improve their comprehension of texts across the curriculum (Lexia, Direct Instruction and Phonics Interventions)

Reading Interventions

All students are tested using GL NGRT on joining the academy. This data is then used to identify students to undertake our reading intervention programmes.

KS3 students who have a reading age more than one year below their chronological reading age will undertake an intervention programme using Lexia, Direct Instruction or Phonics. Students will be re-tested and if needed, complete a further intervention programme to support the development of their reading ages.

Students in 7 Stiperstones and 8 Stiperstones will receive reading intervention through Direct Instruction equating to two hours per fortnight as part of their English curriculum provision.

Students who have a reading age within one year of their chronological reading age will be supported through our whole academy reading strategies.

Spelling, Punctuation and Grammar

Through English lessons, students will complete punctuation and grammar activities as part of their fortnightly literacy lessons which are then embedded into subsequent lessons to ensure students continually practise their skills. Key grammatical terms will be included in English glossaries.

Literacy across the Curriculum

All staff in the academy are responsible for the promotion of literacy in their curriculum areas. This will be achieved in four ways:

1. Three reading strategies to support students with their identified area of need (Decoding, Fluency, Comprehension)
2. Use of individual GL Assessment reports detailing specific strategies to support students
3. Subject specific terminology identified in sequencing documents and explicitly taught in lessons
4. Literacy marking symbols used across all subjects

Promoting a Love of Reading

All staff in the academy help to promote a love of reading. Our three drivers for this are:

1. Reading for Pleasure – all tutor groups will have an allocated reading session once a week as part of the tutor timetable. Students are encouraged to read a book of their choice which they can bring in from home or select from our book boxes.
2. Drop Everything and Read – all KS3 students will spend the first 20 minutes of one English lesson a week reading a book of their choice.
3. Recommended Reads – Recommended reads will be shared with parents/guardians each term focussed around our values: Empower, Respect, Aspire.

Impact

Our aim is for 80% of our students to have a reading age within one year of their chronological reading age. This will enable our students to access the demands of our challenging curriculum and go on to be successful in our local, national and global community.