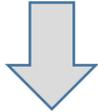




Our Literacy Across the Curriculum framework is focused on the recommendations shared by the Education Endowment Foundation (EEF) to improve literacy within secondary schools:

Prioritise 'disciplinary literacy' across the curriculum.	Provide targeted vocabulary instruction in every subject.	Develop students' ability to read complex academic texts.	Break down complex writing tasks.	Combine writing instruction with reading in every subject.	Provide opportunities for structured talk.	Provide high quality literacy interventions for struggling students.	Create a love of reading for pleasure and enjoyment.
Literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life.  All teachers supported to understand how to teach students to read, write and communicate effectively and actively embed this within their subjects.	Teachers in every subject provide explicit vocabulary instruction to help students access and use academic language.  Teacher and subject leaders consider which words and phrases to teach as part of curriculum planning.	Training focused on teaching reading to allow teachers to effectively embed learning within their practice.  To support students to comprehend complex texts, allowing them to engage with what they are reading, using existing subject knowledge.	To support students with their writing, teachers break down writing and model each step.  Further support provided for those students who struggle to write fluently.  Teachers use a variety of approaches in order to motivate pupils to write.	Reading helps students gain knowledge, which leads to better writing, whilst writing can deepen students' understanding of ideas.  Students are taught to recognise features, aims and conventions of good writing within each subject.	High quality talk, structured to positively impact pupil learning, guided by teachers.  Teachers to support students by modelling high quality talk, for example including key vocabulary and metacognitive reflection.	Support put in place to proactively support students with the weakest levels of literacy, particularly in KS3.  Assessments used to match students to appropriate types of intervention, and to monitor the impact of interventions.	A love of reading can be hugely valuable for children. The benefits of reading for pleasure include increased general knowledge, a positive impact on academic achievement, enhanced reading ability and vocabulary growth.

What does this look like at Pakefield?

							
Staff training focused of reading strategies to embed into lesson planning.  Resources collated/distributed outlining what reading looks like in each subject.	Subject leads create glossaries for each unit/scheme and share these with students.  Do Now and Review activities used to check pupil progression and retention.	Grouped reading modelled by teaching staff followed by planned question to discuss content/ address misconceptions.  KS3 Reading Age data shared with all teaching staff (via Go4Schools) to utilise within their lesson planning/differentiation of texts.	Teachers use a variety of approaches within lesson planning: sentence starters, model answers, key words and other forms of differentiation/scaffolding of tasks.	Model answers used within lessons to identify subject specific conventions. SPaG marking when providing students with feedback, particular focus on subject specific terminology.	Varied lesson activities including debates, paired and grouped conversations to aid pupil understand of learnt content.	Accelerated Reader used to test KS3 students on a termly basis.  SEN and grouped interventions initiated to develop reading ability.  At KS4, subject interventions use exam criteria to develop targeted pupil understanding.	Whole group reads during Form Time (ERIC) – student voice identify text for their class to collectively explore. Reading competitions shared by LRC Manager including Book Mastermind. 'Reading Champions' take lead in running reading focused clubs within the LRC.