Literacy Strategy

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Pakefield High School Literacy Strategy

1. Introduction

This policy outlines our expectations, and specific strategies to ensure that every teacher is a teacher of literacy and that every student is supported to become a confident, capable communicator. Our approach is guided by the EEF to develop students' reading, writing, vocabulary, and communication skills.

2. Aims of the Literacy Strategy

We aim to:

- Prioritise disciplinary literacy across the curriculum.
- Ensure all teachers teach reading, writing, vocabulary, and communication explicitly.
- Provide targeted vocabulary instruction.
- Develop students' ability to read complex texts.
- Support students with extended writing tasks.
  Combine reading and writing instruction across the curriculum.
- Provide structured talk opportunities.
- Deliver high-quality literacy interventions where need is identified through GL assessments.
- Foster a reading-for-pleasure culture.

We will achieve this by:

- Embedding disciplinary literacy in schemes of learning.
- Planning explicit vocabulary instruction.
- Applying reading strategies consistently.
- Using scaffolds and models for writing.
- Delivering ERIC sessions consistently.
- Ensure interventions are timetabled and monitored.

3. Actions

3.1 Disciplinary Literacy

Aim: To ensure every subject teaches the literacy skills required for success.

Practical steps:

- Signpost key vocabulary for every lesson with schemes of work.

- Embed frequent and regular retrieval tasks.

- disciplinary reading exemplars.

3.2 Targeted Vocabulary Instruction

Aim: To ensure students acquire and use Tier 2 and 3 vocabulary confidently.

Practical steps:

- Use new vocabulary slide to explicitly introduce new subject-specific terminology.

- Reinforce student's understanding of specific vocabulary through retrieval practice.

- Live mark for correct spelling and use of key terms regularly, providing opportunity for students repeat correction 3 times in green pen.

3.3 Reading Complex Academic Texts

Aim: To equip students with strategies to access and comprehend challenging texts.

Practical steps:

- Teachers should model reading as the expert so that information is clear and coherent.

- Build structured comprehension questions.

- Use reading-age data to differentiate.

- Teach reading strategies explicitly.

- Select high-quality texts.

- Deliver Form Time reading and Bedrock.

3.4 Breaking Down Complex Writing Tasks

Aim: To support coherent extended writing.

Practical steps:

- Break tasks into steps.

- Use modelling and writing frames.

- Teach planning, drafting, editing through metacognitive talk.

- Use Bedrock writing modules.

3.5 Combining Writing and Reading Instruction

Aim: To deepen knowledge through integrated literacy.

Practical steps:

- Use texts as writing models.

- Provide disciplinary writing tasks.

- Teach writing conventions explicitly.

3.6 Structured Talk (Oracy)

Aim: To develop students' spoken language and reasoning.

Practical steps:

- Plan talk activities.

- Model academic talk.

- Use planned debates and structured questioning.

- Reinforce talk expectations.

3.7 High-Quality Literacy Interventions

Aim: To prevent students from falling behind.

Practical steps:

- Use assessments to identify needs.

- Deliver targeted literacy interventions such as LEXIA.

- Monitor impact.

- Assess KS3 via Accelerated Reader.

- Deliver KS4 targeted literacy intervention.

3.8 Reading for Pleasure

Aim: To build a positive reading culture.

Practical steps:

- Deliver Form Time Reading sessions.

- Use student voice to select texts.

- Run reading competitions.

- Use Reading Champions to support LRC activities.

4. Roles and Responsibilities

Students: Participate actively; use vocabulary; engage in interventions and reading.

Teachers: Embed literacy strategies; model high-quality language; use reading-age data.

Subject Leaders: Produce glossaries; map literacy into curriculum; Conduct quality assurance to monitor.

SLT: Provide CPD; monitor implementation; analyse data.

5. Monitoring and Evaluation

Monitoring includes learning walks, work scrutiny, department reviews, reading-age analysis, and student voice.