



Literacy Statement

Rationale

This Statement determines the Teaching and Learning principles and other provision in place to support students' Literacy at Bournside.

Aim

Bournside School is a literacy focused school which strives to provide all students, regardless of background or ability, with the cultural capital needed to achieve their best in all subjects, through the explicit teaching, promotion and high expectations of the 'language of learning'.

Assessment and subsequent intervention

Identification and assessment is carried out with the purpose of providing the most appropriate provision for each student and to suggest a library book band (Yellow to Platinum) that is most suitable.

- All Year 7 students will complete a paper-based reading assessment at the end of T1. All in year admissions in KS3/4 will also complete an assessment.
- Students with a low literacy score will be discussed with the SEN Team and may require Literacy Intervention.
- A member of the Literacy Team, will deliver timetabled bespoke Literacy Intervention to small groups in the Literacy classroom or library.
- The sessions may include decoding and encoding, comprehension skills, written responses and oracy.
- Additional assessments will be carried out for intervention students at the end of T2, T4 and T6 (Y7 T4 and T6 only). These will determine if students still require intervention.
- Staff can complete a Literacy Referral Form when classroom teaching and appropriate literacy scaffolding (such as word mats and writing frames) are not making an impact on the student's progress.

Teaching and Learning – Literacy in the classroom

All teachers are required to be teachers of Literacy and should plan for and teach students how to read, write and communicate effectively in the language of their subject.

- Tier 2 academic vocabulary is promoted by all teachers and actively taught and used in lessons, with a focus on modelling academic language. Departments have clearly identified tier 3 terms in their schemes of learning.
- Good verbal communication is an expectation in all lessons. Through modelling, phrases such as "talk like a scientist" and the use of more fitting vocabulary, encourages students to be more confident in expressing ideas.

- Teachers use modelling and scaffolding techniques to support students in their writing: to develop academic writing to express ideas more succinctly and fluently. Students are taught to recognise features of good writing within each subject area.
- All text is read aloud in lessons. Teachers will promote wider reading of books and articles in their subject area in lesson time through recommendations and discussion.
- Departments are encouraged to book the library for wider subject based reading and research skills.

Reading for Pleasure

- Reading for enjoyment is promoted throughout the school. Students are allocated a suitable reading band (Yellow to Platinum) following their assessment. Books can be borrowed from the library and reserved via our Accessit Library app.
- Book reading challenges, literacy events, celebrations and rewards for reading will be promoted throughout the year.
- Though Book Buzz, all students in Y7 and Y8 will receive the gift of a book funded by the Literacy budget.
- Students are encouraged to read age appropriate text and a list of recommendations are provided.
- KS3 Students are expected to read outside of school as part of their homework expectations for a minimum of 10 minutes daily.
- A KS3 book club takes place once a week in the library with a visitor from a local book shop.

Tutor Reading

- Time will be allocated across the school for shared reading to embed a culture of reading for pleasure exposing students to a range of genres and rich vocabulary. This will take place in the form of tutor-led shared reading twice weekly in afternoon tutor time.
- The rotation of books selected by the Literacy Team, both fiction and non-fiction, will be suitable for the vertical tutoring system and include classics.
- The tutor will read aloud to the class as they follow the text in their own copy of the book. Time should be taken to discuss the text and for the tutor to ask questions to clarify the meaning of new vocabulary and comprehension of the book.