



## 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 and the high expectations of the 'language of learning'.

### Assessment and subsequent intervention

Students in Key Stage 3 will take a computer-based reading test (Star Reader) in September, December, April and July in order to assess and monitor their progress in reading. This test will also link to the coloured book bands used in the library to help students and their teachers to choose appropriately challenging texts to read independently. This independent reading will be assessed using the Accelerated Reader quizzes and shared with parents.

- All Year 7 students will also complete a paper-based reading assessment at the end of T1 – this is administered and marked by the SEN department for the purposes of their monitoring.
- All in year admissions in KS3/4 will also complete this assessment.
- The data from this assessment will be added to the spreadsheet provided by the Data Manager and uploaded to BromCom.
- Students with scores flagging them as 'Urgent Intervention' (receiving a scaled score of <85) will be discussed with the Literacy and SEN team and intervention decided upon.
- Lowest group and students with SEN will receive intervention from the SEND Access Arrangements Lead, next lowest from the EAL Coordinator and closest to the cusp of reaching age related expectations with the Whole School Literacy Leader(s).
- Students placed into the intervention groups with SEND Lead Practitioner or the EAL Coordinator will receive timetabled, bespoke literacy intervention during periods 1-5. Students placed into the intervention group with the Whole School Literacy Leader(s) will receive timetabled intervention during tutor time.
- Additional paper-based assessments will be carried out for intervention students at the end of T2, T4 and T6. These will determine if students still require intervention.
- Staff can also complete a Literacy Referral form (available on SharePoint) at any point during the school year when classroom teaching and appropriate literacy scaffolding (such as word mats and writing frames) are not making an impact on the student's progress. This goes through to the Literacy mailbox which can be accessed by the EAL Coordinator, the School Librarian and the Whole School Literacy Leader(s).

### Teaching and Learning – Literacy in the Classroom

- Every department will have one academic reading lesson per term, per class.
- The success of this will be monitored by the Whole School Literacy Leader(s) via learning walks and surveys.
- This academic reading will link to Tier 2 and 3 vocabularies.
- In 23-24, there will be an increased focus on how to introduce the Tier 2 and 3 vocabularies identified in subject schemes of learning.
- Good verbal communication is an expectation in all lessons. The use of phrases such as “talk like a scientist” and more suitable vocabulary encourages students to be more confident in expressing their ideas.
- Teachers will be supported with modelling and scaffolding techniques to support their students to develop their academic writing and express their ideas fluently.
- The majority of text presented to students should be 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 work with the library to update and remove stock from the relevant section and to book the library for wider subject based reading and research.

### Reading for Pleasure

- Reading for enjoyment is promoted throughout the school and celebrated through house points and parental engagement with what their children are reading.
- Students in KS3 are allocated a book band from Yellow (easiest to read) to Black (most challenging) to help them choose novels at appropriate challenge – they will not be limited to read from their allocated band.
- Displays in the library will promote new and popular books across all these levels to further support student choice.
- The Literacy budget will be used for BookBuzz in 2023 to give all students in Years 7 and 8 a book of their choice. This will be heavily promoted in the library and linked to English lessons. Its success and continuation will be monitored through surveys and teacher/parent/pupil feedback.
- KS3 students are expected to have a reading book with them every day.
- KS3 students are encouraged and praised for reading outside the classroom and there is a consistent promotion of the 15 minutes a day number.
- At least one of the book clubs / reading groups will be to stretch and challenge exceptional readers – this will take place in tutor time.

### Tutor Reading

- Book boxes containing a range of books linked to AR levels will be available in every tutor group – students are encouraged to borrow these.
- There will be twice weekly non-fiction reading tasks completed in tutor, using mini whiteboards to assess understanding.
- Resources for this will be created by the Whole School Literacy Leader(s) and uploaded to the tutor sites by the Deputy Headteacher: Culture.
- Training for this will be delivered annually.
- This will be monitored and tweaked as required to ensure it is having a positive impact on students and is workable for tutors.
- Tutors will also check their KS3 students; book logs and praise as relevant. They will also be kept informed about reading test progress.