

## Leigh Academy Hugh Christie Literacy

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### Revision Log

<b>Date</b>	<b>Version</b>	<b>Brief detail of change</b>

Education for a better world

# Literacy at Leigh Academy Hugh Christie

## Our shared vision

Literacy is an essential life skill for maximising our students' academic achievement, employability, and life experiences. At Leigh Academy Hugh Christie, every teacher is a teacher of Literacy. The Literacy curriculum aims to equip students with the knowledge, skills and experiences which will enable them to participate actively in the world around them. We strive to develop the whole person and broaden students' horizons through building confidence and skill in manipulating the English language and its grammar in a variety of contexts.

## Pillars of Literacy Development

To address the literacy needs of our students, we focus on seven key strategies across the curriculum. These seven pillars encompass strategies that are deemed the most essential to the supporting literacy in every subject:

1. Prioritise disciplinary literacy across the curriculum.
2. Provide targeted vocabulary instruction in every subject.
3. Develop students' ability to read complex academic texts.
4. Break down complex writing tasks.
5. Combine writing instruction with reading in every subject.
6. Provide opportunities for structured talk.
7. Provide high quality literacy interventions for struggling students.

## Implementation

In order to implement literacy development across the curriculum there are three tiers of literacy development which is based upon quantitative analysis of student needs.

Tier 1: All students in all subject areas:

- Targeted vocabulary instruction
- Developing reading ability for academic texts
- Complex writing tasks are broken down.
- Planned opportunities for structured talk.

Tier 2: Some students:

- Library interventions
- Paired reading opportunities.

Tier 3: Lowest 20% based upon Sparx Reader screening test.

- Test with NGRT.
- Placed in targeted small group literacy interventions.
- Retested with NGRT to monitor the impact

## **Stages of Assessing a Student's Literacy Levels**

### **1) Sparx Reader**

All students will be screened using Sparx Reader, with this screening tool made possible via the provision of a 1:1 Chromebook device for each student. Sparx Reader provides students with a range of personalised texts to meet their interests and reading levels. To gauge a student's understanding of the text, Sparx Reader, requires the student to answer a series of questions as they progress through the text, giving staff the ability to monitor student engagement and reading development, with Sparx Reader providing an initial screening for students current reading levels prior to additional diagnostic testing.

All students will be provided with a Sparx reading level score which will be recorded on Bromcom:

- Sparx Level 1-2: Reading Age 5-7 (Easier books to support struggling readers, and simpler tasks in place of questions)
- Sparx Level 3-4: Reading Age 9 -10 (Easier books to support struggling readers)
- Sparx Level 5-6: Reading Age 11-12 (Middle-grade books)
- Sparx Level 7-8: Reading Age 12-14 (Higher middle-grade books)
- Sparx Level 9+: Reading Age 15+ (Challenging books for stronger readers)

### **2) New Group Reading Testing (NGRT)**

If a student is identified as having lower than age related expected literacy levels, they will be selected to participate in an NGRT. These tests take place three times over the course of the year to track a student's reading ages. NGRT tests provide the academy with the following data sets:

- I. Standard Age Score: National benchmark scores, with the average score 100. This data can be used to track progress and make fair comparisons.
- II. Overall stanine: Scale from 1 (low) to 9 (high). This provides a broad performance overview.
- III. Reading Age: Indicates the students typical reading age

- IV. National Percentile Rank (NPR): Based upon SAS. Shows percentage of students scoring at or below a certain level. Average is NPR 50, NRP5 is top 5%.
- V. Reading Ability Scale: Developmental scale from 0 to 600. Age benchmarks include 200 (age 6), 300 (age 9) and 400 (age 16).

For 2024-25 Leigh Academy Hugh Christie will use the overall stanine to record and report a students reading age. This will be reviewed at the end of the academic year.

### **Use of NGRT Data**

A student's NGRT score will be recorded on Bromcom and included alongside their Sparx Reader screening score. This will be accessible to staff on their class profiles and assessment sheets. NGRT Teaching and Learning reports will be analysed and key strategies to support students at each stanine will be disseminated to staff.

## **Strategies to develop student literacy**

### **Phonics Intervention**

Selected students who are unable to read accurately will participate in small group phonics workshops run by the academy's inclusion team. Students will be identified via the results of the Sparx Reader screening and subsequent NGRT assessments.

### **Bespoke Programmes**

Selected students who cannot read automatically will participate in bespoke reading programmes to develop their reading fluency. Programmes will be selected dependent on the student's individual/group need (e.g. EAL students), and will be led by the academy's inclusion department.

### **Knowledge Organisers and Disciplinary Literacy**

Students use Knowledge Organisers in all of their subjects. Using these, pupils prepare for lessons by learning specialist vocabulary, spellings and definitions of new words in advance. In all subjects, pupils are tested sometimes daily, often weekly and always termly on their retention.

Our Academy's curriculum is explicitly planned to provide students with opportunities to learn disciplinary literacy across all subjects, with this regularly assessed through formative and summative assessment opportunities.

