

Aims and Purpose

At OIEA we promote whole school literacy across all year groups in order to support students' life skills, learning, and life opportunities.

Literacy underpins everything we do; from speaking, listening, reading, and writing, we use literacy in daily life and school for a wide range of purposes. In the curriculum, we use language to learn and communicate, to think, explore and organise. Knowing how to communicate effectively, how to read and write well, and how best to communicate ideas, thoughts and feelings are all vital life skills that will help children not just in school or in exams, but in the wider world of work and life as a whole.

We are committed to developing literacy through focusing on **reading** for all of our students, both in and outside of the curriculum. Reading is proven to be the most impactful area that underpins and works hand-in-hand with all areas of literacy.

OIEA is committed to raising standards of literacy in all its students, and so our comprehensive reading programme means that **every teacher is a teacher of reading**.

Our aim is for all students to leave OIEA as **confident readers**, who are either at, or above their chronological age, in line with their personal circumstances and educational needs.

Confident Readers will deploy and exhibit several qualities:

- Read with fluency (be able to recognise words at a glance).
- Read with expression.
- Activate prior knowledge in relation to what they are reading (inference).
- Draw on their knowledge of how language works.
- Infer – predict, question, clarify, summarise.

How does OIEA promote a culture of reading?

Morning Reading for Years 7-10

In collaboration with the 'Reading Aloud' project with OAT (led by David Didau), students read **four times a week in morning form time**, with the **teacher or expert reader reading aloud** to students as the expert to model confident reading.

This leads to a **minimum of three books read each academic year**, equating to 30 minutes of reading a day and two hours of reading a week.

The unique 'OIEA spin' we are putting on this project is that each year group has a **thematic concept linking the 3 texts read over the course of the year**:

- **Y7's theme is *Bravery and Barriers*** (*'The Knife of Never Letting Go'* by Patrick Ness, 2008; *'I am Malala'* by Malala Yousufzai, 2013; *'The Diary of a Young Girl'* by Anne Frank, 1947).
- **Y8's theme is *Myth and Fantasy*** (*'The Rebel of the Sands'* by Alwyn Hamilton, 2015; *'Mythos: the Greek Myths Retold'* by Stephen Fry, 2017; *'Through the Looking Glass'* by Lewis Carroll, 1871).
- **Y9's theme is *Prejudice and Persecution*** (*'A Good Girl's Guide to Murder'* by Holly Jackson, 2019, *'The Hate U Give'* by Angie Thomas, 2017; *'Their Eyes Were Watching God'* by Zora Neale Hurston, 1937).
- **Y10's theme is *The Darkness of Humanity*** (*The Bunker Diary* (Kevin Brooks, 2013); *The Tattooist of Auschwitz* (Heather Morris, 2018); *To Kill a Mockingbird* (Harper Lee, 1960).

Alongside the themes in each year group, the fact every student in the year reads the same book is beneficial for opening up wider conversations linking to the plot.

Additionally, the **specific order of books** has been considered carefully:

- *Book 1 = modern fiction to engage*
- *Book 2 = non-fiction book or a fiction book based on real-life events to deepen understanding*
- *Book 3 = a more classical text to enhance cultural capital.*

How is reading promoted through English lessons?

Companion Text' Reading Lessons in English KS3

One lesson a week in English lessons is reading-focused, where students read an ambitious text that enhances the content of their termly topic and curriculum. Like in the morning reading, expert readers and staff read aloud to model fluency, intonation, pace, and pronunciation. Structured discussion and written reflections and summaries are also part of this lesson. The text students read fits alongside their 'curriculum content' lessons in the week with thematic links. This promotes a reading for betterment culture - reading to improve social, cultural, historical, emotional awareness, as well as enable a rich academic diet. Ultimately, in this lesson, students access and read ambitious texts they would not usually be exposed to.

Texts include:

- Year 7 – *Treasure Island* by Robert Louis Stephenson (1883), a retelling of Homer's *The Odyssey*, *Things Fall Apart* by Chinua Achebe (1958).
- Year 8 – *The Strange Case of Dr Jekyll and Mr Hyde* by Robert Louis Stephenson (1886), *A Doll's House* play by Henrik Ibsen (1879), *Anthem* by Ayn Rand (1938).
- Year 9 – *Animal Farm* by George Orwell (1945), *Romeo and Juliet* by William Shakespeare (1597), a collection of morality short stories (abridged version of 'The Picture of Dorian Grey' by Oscar Wilde (1890), 'The Necklace' by Guy de Maupassant (1884), 'Desiree's Baby' by Kate Chopin (1893), 'The Werewolf' by Angela Carter (1977)).

Ambitious extracts and reading experiences in English

Alongside the full texts studied as companions to the curriculum in English, students also read a plethora of extracts from similarly ambitious and impressive works of literature, from a range of poetry and prose, as well as from classical and modern eras. We also ensure there is a variety of works beyond the canon; we aim to show a range of voices represented from all walks of life, considering gender, ethnicities, sexualities, and cultures in equal measure.

Examples of extracts that students will experience in Key Stage 3 English Lessons

Year 7 Extract Examples

'Classical Concepts' unit:

- Extracts from the book of 'Genesis' in the Bible
- Selection of Aesop's Fables
- Translation of the 'Homeric Hymn to Demeter' in *Theogony* by Homer (the story of creation of the seasons/tale of Hades and Persephone)
- Modern retellings of the stories of Prometheus, Icarus, Arachne, Pandora's Box, Achilles...
- Translations of the Greek play *Medea* by Euripides
- Poetry such as 'Medusa' by Carol Ann Duffy (1999)
- Translations of extracts from *The Iliad* by Homer
- Translations of extracts from *Oedipus Rex* by Sophocles
- ...and more!

'Literature in Colour' unit:

- Non-fiction extracts from *Jews Don't Count* by David Baddiel (2021), *The Autobiography of an Ex-Coloured Man* by James Weldon Johnson (1912)
- Diary entries from *The Interesting Narrative of the Life of Olaudah Equiano* by Olaudah Equiano (1789)
- Abolition of slavery speech by William Wilberforce (1789)
- Extracts from fiction such as *Oroonoko* by Aphra Behn (1688), *The Bluest Eye* by Toni Morrison (1970), *Love in Colour* by Bolu Babalola (2020), *Queenie* by Candice Carty-Williams (2019), *White Teeth* by Zadie Smith (2000), *The Kite Runner* by Khaled Hosseini (2003)
- Lyrics as poetry such as 'The Revolution Will Not Be Televised' by Gil Scott-Heron (1970) and 'Black' by Dave (2019)
- Poetry such as 'And Still I Rise' by Maya Angelou, 'The Negro Speaks of Rivers' by Langston Hughes, 'Coal' by Audre Lorde, 'A Palestinian Might Say' by Naomi Shihab Nye
- ...and more!

Year 8 Extract Examples

‘Gothic Horror – The Grotesque to the Sublime’ unit:

- Extracts from a blend of Victorian and Modern Gothic, such as *She: a History of Adventure* by H. Rider Haggard (1886), *Mexican Gothic* by Silvia Moreno-Garcia (2020), *The Hound of the Baskervilles* by Arthur Conan Doyle (1902), *The Woman in Black* by Susan Hill (1983), *Frankenstein* by Mary Shelley (1818), *Dracula* by Bram Stoker (1897), *The Time Machine* by H. G. Wells (1895), *The Hunchback of Notre Dame* (translation) by Victor Hugo (1831)
- Short stories such as ‘The Signal Man’ by Charles Dickens (1866), ‘The Black Cat’ (abridged) by Edgar Allen Poe (1843), ‘Lost in a Pyramid, or Th Mummy’s Curse’ by Louisa May Allcott (1869).
- Poetry such as ‘A London Fete’ by Coventry Patmore

‘Women Hold up Half the Sky – Gender’ unit:

- Extracts from a blend of classic and modern texts such as *Little Women* by Louisa May Alcott (1869), *The Bandit Queens* by Natalia O’Hara (2023), *Jane Eyre* by Charlotte Bronte (1847), *Lady Audley’s Secret* by Mary Elizabeth Braddon (1862), *The Great Gatsby* by F. Scott Fitzgerald (1925)
- Poetry such as ‘The Lady’s Dressing Room’ by Jonathan Swift (1732), a selection of poems from ‘The World’s Wife’ anthology by Carol Ann Duffy
- Play extracts from ‘The Crucible’ by Arthur Miller (1953)
- Speeches from the Suffragettes and Mary Wollstonecraft

Year 9 Extract Examples

‘Dystopia and Rhetoric’ unit:

- Speeches by prominent political and historical figures such as MLK, Churchill, Ronald Reagan
- Alongside the companion text reading of *Animal Farm* by George Orwell (1945)

‘Love Through the Ages’ unit:

- Extracts from *The Art of Love* (translation) by Ovid (43 BC), *Le Morte d’Arthur* by Thomas Mallory (1485), *Great Expectations* by Charles Dickens (1861)
- Poetry such as ‘Porphyria’s Lover’ by Robert Browning, ‘The Ruined Maid’ by Thomas Hardy, ‘Les Grandes Seigneurs’ by Dorothy Molloy, ‘Don’t Say I Said’ by Sophie Hannah, ‘Hatred Hurts Us All’ by Trudy Howson (LGBT Poet Laureate)
- Alongside the companion text reading of Shakespeare’s play, ‘Romeo and Juliet’ (1597)

What reading opportunities are there across the curriculum?

All subject areas build in opportunities for student to read and practice subject specific technical vocabulary and to read text relating to the topics studied.

For example, in Drama students will engage with extracts from *The Wind in the Willows*, *Cinderella*, *Scenes from Our Day Out* (Willy Russell), *Missing Dan Nolan* (Mark Wheeler), *Macbeth*, *One Man Two Guvvies* (Richard Bean), *The Crucible* (Arthur Miller), *Girls Like That* (Evan Placey), *Adult Child* (Claire Dowey).

In addition, we run the Book Buzz Scheme

Year 7 Students are given a free 'Book Buzz' book of their choice in line with a national scheme. This is promoted and championed by the LRC (Library Resource Centre), with students having the opportunity to swap them and read another once they have finished.

What support and intervention is given to students with their reading?

We have a dedicated team of HLTAs who lead reading interventions across all year groups. These have proven to be highly impactful, raising the chronological reading ages of all students who undertake each intervention.

We use **Lexonik Advance** which rapidly improves literacy skills by developing vocabulary, academic language, comprehension skills, spelling, and confidence.

Lexonik Leap is used to resolve any phonics gaps for students who find literacy particularly challenging and for those whom English is not their first language. To ensure the fidelity of these interventions, each session is scripted and adhered to by staff, thus ensuring every child receives the same high-quality intervention.

Guided Reading is offered to groups of students who can decode but find it difficult to understand what they read. Each group reads short sections of a text independently and then discuss it as a group, building their understanding through the dialogue. They learn to use various strategies such as prediction, questioning, clarification, and summarising. Through modelling and guided practice, students gain confidence in using these strategies and develop independent skills.

Precision Teaching is an intervention used with students who have difficulty with decoding and phonics. It involves short one-minute tasks whereby students practice reading high frequency words. Progress is tracked and monitored closely, and changes are made to ensure the child is learning as fast as they can until they are fluent in reading.

Paired Reading is used with students who lack fluency and confidence in reading. This takes place in the library with one of the reading team, who ensures that the level of challenge in a book is appropriate to the reading age of a student. We use the 'pause, prompt, praise' strategy to encourage independence, allowing time for self-correction thus increasing confidence and fluency.

Nurture Groups in KS3 English - Students assessed from GL NGRT (Reading Age) test data and CATs data. Nurture groups allow a slower pace and targeted reading strategies in class to maximise progress and learning potential.

Reading Speeds tested at KS4 in English.

LEXIA Vocabulary Programme - helps address gaps in fundamental literacy skills while helping students build the higher-order skills they need to comprehend, analyse, evaluate, and compare increasingly complex literary and informational texts (delivered by TAs).

SEND Multi-Sensory Literacy Hour for KS3 and KS4 (Literacy Shed Programme) - Part of the Literacy Shed programme. Students work in small groups on an array of skills (mainly inference, reading and vocabulary with a writing component built into the end of the units to apply what they have covered and to assess understanding) with a TA. Use of multi-sensory/multi-modal resources to engage the visual and audible senses to layer up meaning and understanding as a way of accessing vocabulary and texts further. Students read whole novels over a term and use clips and visuals to enhance inference (make predictions and 'read between the lines') and comprehension. Students answer comprehension questions to assess understanding and reading fluency. Students then translate this learning into a new mode or medium such as a newspaper article, diary entry, etc and are challenged to use certain vocabulary or learning as in the lesson in their writing.

One-to-one Precision Teaching (Phonics) - structured one-to-one intervention (with TAs) for learners who find the mechanics of reading difficult. There is a specific focus on phonic and precision teaching of phonemes, graphemes, diphthongs, etc. This intervention also supports learners in their reading, so they activate both dimensions of reading – word recognition processes (more specifically phonics, differing from the above reading intervention) and comprehension processes (such as word recognition). It is suitable for struggling readers with Reading Ages significantly below their Chronological Ages, covering phonology and other foci taught in Junior and Primary Schools.

Handwriting Intervention in Form Time - reading and writing have been proven to go hand-in-hand in studies. For students identified with dysgraphia or other letter formation issues that might impact reading and their cognitive overload when trying to decipher letters when reading.

One-to-one reading in Form Time – structured one to one intervention with TAs, pupils with a reading age below 9 years read 3 times per week with a TA and comprehension is tested throughout the session. Reading Levelled books from previous accelerated reader are used to build challenge over time.

How are students assessed with their reading?

A number of packages are used by the Ormiston Academies Trust to assess proficiency in reading and to help us to identify what support a student may need to improve. Tests are run by an organisation called GL. This is a list of some of the tests used. If you want any further information on these tests, please contact James Lockhart – Assistant Headteacher or Zoe Green – Whole School Literacy Coordinator – who will be able to assist you.

- **GL NGRT (termly for Y7-10)** - On arrival into the Academy, we use the New Group Reading Test (**NGRT**) to assess students' level of reading in vocabulary and comprehension. This data allows us to create a bespoke **intervention program** for those who fall below age-related expectations. Our team of trained staff identify gaps quickly, and plan and deliver a range of interventions based on need. Target students are identified through data with the potential to be retested manually (one-to-one with a TA) in case of processing issues using a screen in the tests. Students monitored and referred to SEN department for additional testing and interventions.
- **CATS (KS3)** - Students are tested through GL CATS test to assess their Reading Scores in place of SATS tests as missed by students in Y6 due to COVID. This enhances the data picture we have of these students and allows for streamlining of nurture groups and Literacy groups in Y7 for targeted teaching and intervention. Y8 are being re-tested due to disruptive experience in Y7 as a result of lockdown.
- **One-to-one re-testing of Reading Age by TAs and SEND department** – re-test students individually of their Reading Ages in case of processing issue due to a screen in the GL NGRT tests.
- **GORT-4 Reading test for year 9 and above pupils** – this test is utilised as evidence for exam access arrangements and gives, accuracy, rate, fluency and comprehension data. This assessment is repeated for those attending literacy interventions to monitor progress over time.
- **NARA Reading test for year 7 & 8 pupils** – this test is given 3 times per year to monitor the progress over time of literacy interventions led by SEN HLTAs.
- **DASH writing test for KS3 & 4 for pupils being assessed to enter handwriting intervention**; for pupils attending literacy intervention and for year 9 and above access arrangements.
- **WRAT5** Tests for overall reading and literacy triaging.