



Thinking Schools Academy Trust
“Transforming Life Chances”



The Victory Academy

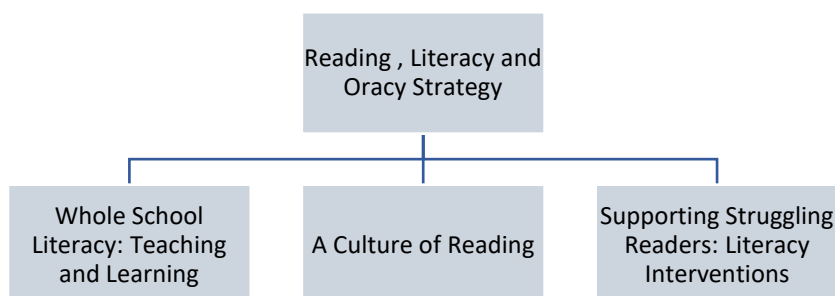
Reading, Literacy and Oracy Policy

Policy Holder: Laura Hryniewicz
Position: Deputy Headteacher

The Victory Academy Reading, Literacy and Oracy Policy

- The Victory Academy Literacy Strategy is overseen by the Deputy Headteacher for Curriculum Implementation.
- The Literacy Interventions Co-ordinator is the Assistant SENCO.

Literacy improvement at The Victory Academy has three core strands:



1. Whole School Literacy: Teaching and Learning

Teaching and support staff use adaptive teaching strategies to support all students to improve their reading, literacy and oracy.

These include, but are not limited to:

- Clear verbal instruction, including positive re-direction and literal language
- Use of visual support e.g. pictures/clear presentation of information
- Pre-planning for vocabulary – providing definitions
- Writing unfamiliar words on the board, and explaining them.
- Correcting any mispronunciation
- Using choral response to practise unfamiliar words
- Providing opportunities to talk, and supporting students to ‘say it again better’
- Explicitly teaching listening skills
- Using directed questioning to for students to practise verbal response
- Using line numbers on text
- Giving students opportunities to read (aloud) – shorter or longer sections
- Using the Frayer Model, or similar, to support students to acquire new vocabulary

All classroom-based staff, including Learning Support Assistants and Cover Supervisors, receive professional development to support them to implement effective strategies to improve literacy, oracy and reading. This includes whole-school sessions, ‘Two-Minute Tips’, and individualised support.

Students’ reading ages are measured at the beginning of each Key Stage. At Key stage 3, reading ages are also measured four times a year through the Accelerated Reader programme. Both the ‘Key Stage Reading Age’ and the ‘In-Year Reading Ages’ are published on class marksheets to support staff to make the appropriate adaptations.

The effectiveness and impact of these strategies is measured through:

- QA, both internal and external

- Student Voice, which is shared with staff as part of professional development
- Staff Voice
- Assessment data

2. A Culture of Reading

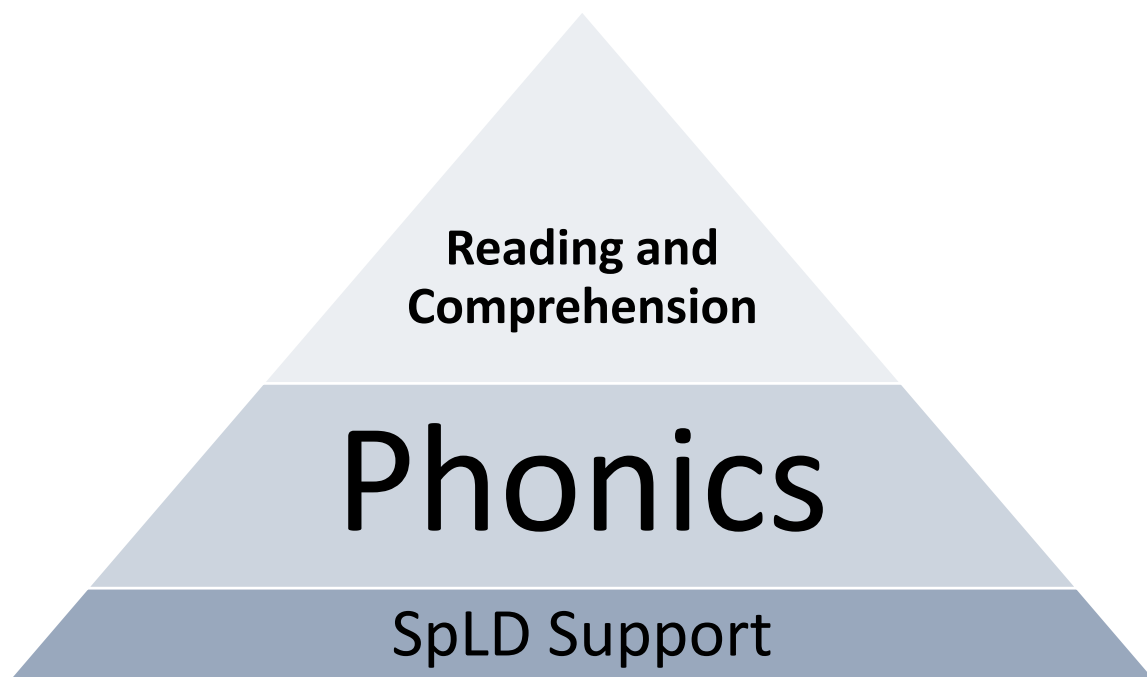
The Victory Academy seeks to promote the benefits of reading in the following ways:

- All Key Stage 3 students engage with structured reading for the first 10 minutes of each English lesson.
- All Key Stage 3 students engage with a timetabled fortnightly Library Lesson.
- All Key Stage 3 students follow the Accelerated Reader programme. Reading ages are measured four times per year.
- Weekly initiatives, such as 'Word of the Week' or 'Book of the Week'
- Whole-school events, such as 'World Book Day'
- Staff display 'Currently Reading' posters
- Sixth Form students produce 'The Vessel' magazine four times per year

3. Supporting Struggling Readers: Literacy Interventions

Many students transition to The Victory Academy with reading ages below their chronological age. The literacy interventions programme identifies those students, and provides targeted, evidence informed interventions to support rapid improvement.

All students complete an NGRT Reading Test on entry. Students with a reading age below 9 are screened for their specific area of need, and join the relevant tier of intervention.



Specific Learning Difficulties

Testwise is used to identify SpLD and/or SLCN. This leads to specific intervention/support through the SEND Department.

Fresh Start Phonics

Students with a reading age below 9 are screened for both phonics and reading and comprehension. Students with a phonics deficit join a phonics intervention group at the correct level. This intervention takes place a minimum of four times per week. Students complete the whole programme before graduating to a reading and comprehension intervention.

Phonics assessments are completed every 6 weeks.

Reading and Comprehension

Students may graduate from phonics intervention to reading and comprehension intervention, or may join reading and comprehension intervention without the need to complete phonics intervention first.

Students in need of reading and comprehension intervention are enrolled on to one of two programmes. Both programmes begin by using the Access Reading Test to assess students' current reading age. Students are then re-tested at 6 and 12 weeks.

1. Students closer to their chronological reading age complete a 30-minute intervention 4 times per week.
2. Students further away from their chronological reading age complete a one-hour intervention four times per week.

Once students have reached their chronological reading age, or surpassed it, they graduate to the Accelerated Reader Programme.

Data and impact are monitored by the Assistant SENCo, and students' improved reading ages are logged as 'In-Year Reading Ages' on class marksheets for staff to access.

EAL Students

Lexia is used to screen and support students with English as an Additional Language. Support for EAL students to improve their reading ages, and English proficiency in general, is provided through the EAL co-ordinator. Staff trained in TEFL provide bespoke intervention.

Lexia is additionally used to support students who do not show a phonics deficit, but are not yet ready to access reading and comprehension interventions.