

Literacy Policy

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Literacy Policy 2026-27

Rationale:

The purpose of the academy’s policy is to maximise and improve standards in outcomes for students in literacy, irrespective of their of starting point.

Trust level priorities

- Halve the number of children reading below their chronological age
- Halve the number of disadvantaged children reading below chronological age

Ormiston Victory Academy Priorities

Intervention

- Whole school awareness of reading intervention throughout KS3 and 4
- Continuation of reading interventions: Lexonik LEAP and ADVANCE, rapid plus and reading mentoring

Vocabulary

- Continue to implement and monitor the teaching of vocabulary through morphology across the curriculum – five key words per topic across KS3, 4 and 5.

Reading

- Reading ages reported to parents and accessible for staff
- Monitor the ‘Read Aloud Culture’ through our form programmes
- Further library access for students across the key stages both for pleasure and for their studies – specific access for 6th form students in their study areas to promote further academic reading
- Develop pre, during and post reading strategies across the school to increase and improve consistency

Writing

- Develop and trial extended writing menus for KS5 students which build on extended writing from KS4
- Bespoke writing interventions for KS3 and KS4 students

Oracy

- Development of oracy activities in form time programmes
- Whole school project with Voice21 (trust funded programme) to develop Oracy across the curriculum – three-year programme

Enrichment

- Spelling Bee
- Carnegie shadowing
- Book clubs

Overview of our vision:

All teachers are teachers of literacy and, as such, all staff and governors at Ormiston Victory Academy are committed to developing skills, because reading is the key to a child's success – academically, socially and economically. All students deserve the very best outcomes – strong literacy skills will aid their resilience in all subject areas.

Every teacher has a pivotal role in raising standards in literacy. Reading is promoted by every member of staff, with regular opportunities given for pupils to read, deploying a consistent set of strategies.

Through several intervention schemes, pupils are encouraged to develop their literacy skills.

Regular events and strategies implemented to impact on pupils' literacy skills include:

- Regular access to the library – all students in KS3 have access to the library during their fortnightly library lessons. The library is also open before school, during break and lunch. 'Snack and Study' also takes place once a week in the library.
- Reading Aloud form time programme – daily reading, discussion and rewards help promote our reading culture
- Bespoke interventions available through our HLTA's and Literacy mentors: handwriting and spelling, Lexonik leap and advance, sixth form reading mentoring, rapid plus, reciprocal reading and flash academy
- Whole school events - World Book Day - love of reading activities promoted and utilised along with Oracy promotion through speaking and listening
- Rewards systems linked to reading through fortnightly reading homework and read aloud form programme. Subject teachers also give students regular opportunities to develop their communication skills. Through engaging, purposeful activities, pupils are encouraged to use Standard English and to articulate themselves with confidence. All staff have the capacity to celebrate reading through our read aloud visa points on Class charts.
- Teachers take a leading role in providing students with the knowledge, skills and understanding they need to read, write, speak and listen fluently and effectively.

Disciplinary Literacy

To ensure consistency in the teaching of specific literacy skills, the following guidelines should be used:

Vocabulary

- **See it, say it, know it:** departments teach five key words in each scheme at each key stage through morphology (prefix, stem and suffix). Learning and retention should be achieved through oracy (I say, you say / repetition from multiple students).
- Key words highlighted in books to support revision
- Students should be taught how to use those words in a sentence and using the correct word class e.g. teaching the word 'EQUIVOCATION' should also be taught as 'to EQUIVOCATE' and examples of how to use: *The witches in Macbeth **equivocate** in order to manipulate him / The witches' use of **equivocation** is successful as Macbeth is easily swayed by their words.*

Reading

Establish your purpose for reading prior to any reading activity, especially extended reading, and ensure that the below strategies lead students to achieving that purpose.

The below reading strategies are employed not only for consistent reading practice, but to support and continue the intervention strategies that children with lower reading ages will have been getting in their interventions. Following the completion of an intervention, these reading strategies in the classroom are vital to ensure that the progress gained through the intervention is not lost.

Pre-reading

- **Choose Appropriate** and **accessible** texts: students should be challenged at all times and the below scaffolds should be put in place to ensure access to that challenge for all
- **Context**
 - Provide students with the necessary background information – activate prior knowledge where possible (historical, political, audience, purpose and style etc.) to ensure that they can draw logical conclusions and pick up inferences
- **Vocabulary support:** pre-teach complex vocabulary through morphology, learning and retention should be achieved through oracy (I say, you say / repetition from multiple students).

During reading

- Foster a love of reading through read aloud and active listening
- **Reading formats:** to foster a love of reading and model excellent reading, teacher reading should be employed primarily when reading extended texts. Elsewhere, employ appropriate reading formats e.g. group reading; peer reading etc.
- **Expert teacher guidance and modelling through structured support and chunking:** read with students under the visualiser. Pause at points to clarify vocabulary, pick out key information for comprehension and make inferences.

Post reading

- **Comprehension** through questioning: use hinge questioning and whiteboards for AFL to assess comprehension
- **Discussion:** allow students the opportunity to discuss the bigger ideas (linked clearly to your overall purpose) in the text following comprehension through write, pair, share activities and turn and talk

- **Extended writing:** see below for further detail

Writing

- Following on from the reading strategies above, **make connections** between pupils’ reading and writing, so that they have a clear model.
- Provide opportunities for a **range of writing**, including extended – promote **analytical** skills
- **Model explicitly** how to write in ways that are specific to each subject
 - Provide pupils with annotated examples of writing in each subject so that requirements are clear.
 - Utilise writing menus
 - Link ideas together using appropriate connectives and phrases
 - Explicit modelling of how to use key vocabulary
 - Encourage pupils to experiment with a range of vocabulary.
 - make deliberate mistakes which are then corrected to model excellence

Oracy

- Clarify the purpose of talk/listening.
- Act as a role model for pupils by using positive instructional language.
- Provide pupils with the opportunities to speak individually, in a pair and as part of a small group. Teach pupils to listen to and respond to one another, building on ideas and views constructively. Challenge and comment on pupil’s ideas
- Teach pupils to use language precisely and coherently.
- Ensure that subject specific vocabulary is used.

Marking for Literacy

Students’ work is assessed in varying ways, appropriate to the child and the subject area. This could be verbal feedback during live marking, staff may annotate diagrams, for example, or discuss work in depth to improve the coherence of the writing/speech. As an academy, teachers and students should use the following symbols when marking for literacy during live marking / assessment to ensure children have consistent guidance:

Four non-negotiables

- **Spelling of key vocabulary (5 key words taught through morphology)**
- **Capital letters**
- **Punctuation:** full stops and question marks

Literacy error symbol	Meaning (what to do with your green pen)
SP	Rewrite the correct spelling of the key word three times next to the incorrect spelling.
CP	Incorrect use of a capital letter – correct it now.
P	You need either a full stop or a question mark here – decide which one it is and write it in.

Literacy intervention

We use the 5 pillars of reading model to inform our intervention pathway (outlined below) and ensure that students get the relevant support they require.

1. Phonemic Awareness: Identifying and manipulating units of oral sound and language
2. Phonics Instruction: Structured synthetic phonics. Blending sounds in speech. Sounds, not letter names. Linking sounds in speech to letters – beginnings of writing (orthographic mapping/grapheme correspondence)
3. Fluency Instruction: Speed, accuracy, expression
4. Vocabulary Instruction: Morphemic analysis. Examination of component parts of words.
5. Comprehension Instruction
6. Independent, strategic, metacognitive readers

Staff, students and parents are made aware of when and where students receive intervention over the fortnightly timetable via email and letter.

Intervention pathway:

1. LEAP (pillars 1 and 2)
2. Rapid Plus / reading mentoring / in class reading strategies and support (pillars 3, 5 and 6)
3. Advance (pillar 4)
4. Reading mentoring / in class reading strategies and support (pillars 3, 5 and 6)

Identifying need for bespoke intervention and monitoring

- KS3 students have initial baseline NGRT progress test which is then use by the literacy team to look diagnostically at each student who has a low baseline/reading age. Next steps are agreed and appropriate intervention is implemented.
- Data is monitored at KS3 and 4 through whole school assessment points, and thereafter the following should take place:
 - It is an expectation that all teachers respond to assessment data and analysis. Teachers should take an adaptive approach to teaching based on assessment analysis. Where there are clear misconceptions or gaps in students' knowledge, teaching should be adapted to address these. This may take the form of whole class, small group or individual interventions to ensure misconceptions are addressed.
- In KS4 and KS5 there are opportunities for further interventions such as period 6s and holiday interventions and academic tutoring.
- Homework support is provided to ensure students are fully prepared for assessments.
- KS4 Option A Year 10/ Option D Year 11 – 30 of our LPA students identified with low literacy level has access to over learning current curriculum content, oracy and exam preparation with a focus on reading and interpretation of the text.

Lexonik Leap:

- Lexonik Leap effectively resolves phonics gaps for learners who find literacy particularly challenging and those for whom English is not their first language, rapidly progressing reading, spelling and oracy.
- This intervention is used to support students with an SAS of 85 and below
- 30 min sessions, 1-2 x per week (1:6 ratio)

Staffing:

LWA: Year 7 HIVE

ALA & TCH: SEN E/K code students KS3/4

CMI: non coded students KS3/4

KRO/JPA: EAL students

Lexonik Advance

- Lexonik Advance is a programme that rapidly improves reading, spelling, vocabulary and comprehension, **with average reading age gains of 27 months** in just six weekly one-hour sessions.
- This intervention is used to support students with an SAS score of 85-115
- 6 x 1 hour weekly sessions (1:4 ratio)

Staffing:

JCE HLTA for literacy: SEND students

ABT & CMI Literacy Mentor: Non-coded KS3 and KS4

KRO/JPA: EAL students

Sixth Form reading mentoring programme:

- The 6 week mentoring program pairs these selected students with a trained 6th form student who reads one to one with them twice a week from a book of their choice. The book can be bought from home or chosen, with the help of the mentor, from our library during the first mentoring session.
- The aim of the mentoring session is to inspire a love of reading in a relaxed and engaging environment, which will therefore support students with their reading and to increase their reading age. This will, in turn, support students in their success throughout school.
- Staff and 6th formers are fully trained beforehand by the literacy coordinator and supported with regular check ins throughout the programme.

Further intervention support

- **Handwriting:** class teacher identifies students with handwriting difficulties via book observations for literacy and refer to JCE/ABE - our literacy mentor then provides support to those students who benefit from this intervention
- **Rapid Plus:** ALA our HLTA for literacy uses Rapid Plus for our weakest readers in KS3 in small group intervention
- HLTA/ LTA in class support for our LPA students at KS3
- Flash academy for targeted EAL students
- KS3/KS4 in class support with HLTA's/ LTAs

Providing rich reading opportunities

Read Aloud culture

- Students are encouraged to read aloud/ listen during 10 minutes of form time daily. Form tutors use the bespoke reading guides produced by our literacy coordinator to help foster a read aloud culture and develop cultural capital

- Students are given rewards for reading using specified read aloud visa points
- Students are encouraged to read at home by making reading part of the KS3 homework. Students expected to read for at least 20 minutes with parent/carer signing off on this happening. Parents are encouraged to read with students, with more rewards given to students who read for longer or read aloud with parents.
- To encourage students to read more, special reading visas have been created. These visas allow students to access the book vending machine to trade their visas for free books. The books in the machine have been selected by students and staff.

Frequent Opportunities at Ormiston Victory

- There are frequent opportunities throughout the year for through enrichment at Victory for students to gain capital cultural experience and enhance their literacy experiences- trips to universities, take part in competitions, author and poetry visits, exposure to live performances and oracy related activities.
- Cross curricular lunch/ after-school enrichment which support Literacy
- World book day – whole school approach on enhancing reading
- Opportunities such as the Victory Bugle allow students to contribute to the school paper. Students are encouraged to apply to creative writing competitions to develop their writing skills