



**CAISTER ACADEMY**  
*Creative Education Trust*  
School of Literature  
and Performing Arts

## Literacy at Caister Academy: A Whole-School Approach

### Vision – a school of Literature and Performing Arts

- Every student can read fluently across the curriculum, using the language of powerful knowledge to enable them to do more by knowing more.
- Their spoken and written language accurately reflects the knowledge that they have acquired so that they can communicate their thoughts and ideas effectively.
- Students choose to self-acquire new knowledge through both traditional and digital texts, reading around the subject matter they encounter across the curriculum.

### Reading at Caister Academy

Our determination to close the ever-emerging reading gap is at the forefront of form time and lesson planning here at Caister Academy. Within KS3 form time, our students are immersed into our guided reading programme; a programme designed to engage students in a range of literature and to model to them the fluency of reading, pronunciation, and intonation, as well as recalling, defining, and clarifying key vocabulary.

Our whole school Reading for Meaning strategy also promotes a whole academy approach to reading: tracking the text with a ruler, summarising key information, and clarifying for understanding.

### Interventions

- *Read, Write, Inc* phonics programme for those who require it upon entry in year 7
- *Lexia* for our year 7 and 8 students
- A bridging curriculum within English once students have graduated from the phonics programme
- Literacy lessons within our timetabled KS3 library lessons for English
- *Catapult* programme for years 9, 10 and 11
- Handwriting intervention for those who require it

### Learning Through a Literacy Lens

- Our curriculum is designed to plan for, and implement our Caister Academy literacy strategies for reading, writing and oracy. Curriculum leaders plan each unit of work with these strategies in mind, which subsequently filters down to lesson planning and delivery for all our teachers and subject assistants.
- As an academy we promote the use of subject specialist language across all subjects and within all lessons. Vocabulary lists for each subject are printed within student exercise books and are also published on our website.
- All subject assistants have been phonics trained to assist those students who require further support and intervention across all subject areas.

## **Literacy in Mathematics**

### **Reading:**

- When looking at the powerful knowledge, students will be asked to think about prior knowledge
- Teacher will identify key vocabulary and provide definitions for key mathematical terms/ theories
- Shared annotation of the learning intent to decode and unpick specialist language
- Teachers will build in opportunities to explore and define new vocabulary and for them to be explained in relation to their mathematical context

### **Writing:**

- Checklists for success are used to outline expectations for student work and how to solve mathematical questions
- Teachers live modelling will enable students to follow along and prevent cognitive overload and for the modelled solution to assist in the completion of the work set during the lesson along with checklists for success.
- Teachers deep mark summative assessments in line with the whole school literacy policy, identifying and addressing misconceptions and as a class completing DIRT to improve and retrieve powerful knowledge.
- When prose is required, students will be encouraged to write in a scientific style, and this will be modelled when required and checklists for success will be used

### **Oracy:**

- Students are challenged to questions using full sentences (“Say it again but say it better”)
- Specialist language is recalled verbally
- Teachers model for and guide students on the correct use of spoken language
- Teachers will give students a chance to challenge each other verbally, developing their reasoning
- Teachers build in opportunities for students to discuss ideas within lessons. Allowing them to work with different students so that they are exposed to a range of ideas via peer and group discussions.

### **Vocabulary:**

**Teachers will:** Implement the ‘Display, Define, Decode’ policy in every lesson. Three Tier 2 or Tier 3 words will be displayed every lesson on a whiteboard under the heading ‘Specialist Language’. This should be a consistent location to secure routines, and on a separate board rather than on power points.

**Students will:** refer to the words on display for spelling and incorporate them into their oral and written responses.