



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 Performing Arts

Reading:

- Academy Reading for Meaning strategy where appropriate, for printed texts – review comprehension before proceeding with learning
- Reading for Meaning used with adaptations in Music to interpret the reading of music and continued comprehension, in line with academy policy.
- Practice pronunciation of new, unfamiliar words through choral calling
- The use of questioning to verbally clarify understanding
- Students verbally summarise what they have read
- Teachers build into lessons, opportunities to explore and define new specialist language
- Students read/select key information from PPTs
- Display, Define, Decode – display 3 words every lesson and ensure visual definitions are presented

Writing:

- Checklists for success are used to outline expectations for student work
- Teachers model expectations of written tasks
- Exemplar answers shared, analysed and evaluated
- Students are encouraged to proofread their work on our digital platforms to correct spelling, punctuation, and grammar
- Writing frames and sentence starters provided for exam preparation and coursework, when allowed by exam board (KS4)
- Teachers deep mark summative assessments in line with the whole school literacy policy (KS4)

Oracy:

- Students are challenged to answer questions using full sentences (“Say it again but say it better”)
- Specialist language is recalled verbally (choral calling of technical terms)
- Teachers model for and guide students on the correct use of spoken language
- In Drama, spoken language is explored and challenged from a character’s perspective – is choice of language suitable for character, time period, situation, etc?
- Numerous opportunities for group work, in which teachers build in opportunities for students to discuss ideas and create material within lessons.
- Every lesson, pupils develop verbal analysis and evaluation skills through peer feedback.
- Rules of speaking and listening in group work established and applied – one voice, how to make valuable contributions to groups, etc.