

Literacy Pathway Intent

Our aim is for every **student to leave Brooke Weston Academy with a reading age in line with, or exceeding, their chronological age**. This can be achieved through our **bespoke** literacy pathway: offering **tailored, targeted** support.

Teaching staff, learning support assistants and mentors offer a plethora of opportunities for students to build their confidence, be ambitious, work together, and have achievable high expectations of themselves. Sequencing and progression of our curriculum is centred around fostering an intrinsic motivation for learning. The curriculum is personalised around supporting students to simultaneously meet their academic, wellness and social goals whilst fostering both a positive self- image and one of the surrounding community.

Underpinning SEND support is the Brooke Weston Academy Literacy Pathway. This bespoke journey enhances whole school literacy by allowing extra time and space for literacy-specific focus. This is integrated into the curriculum provision for those who require **support** to remove potential barriers to progress. Our curriculum recognises links between **lower literacy attainment** and further challenges, such as social, emotional and mental health development, oracy skills, personal development and access to employment. Offering this pathway facilitates life-long skills that will support our students both in their Brooke Weston journey, and the world beyond.

Improving literacy by a tiered approach

High quality teaching across the curriculum is inclusive of literacy, regardless of the subject area. Despite this universal literacy approach, a small number of students will require additional support in the form of targeted and intensive interventions, to ensure literacy progress is achieved. Brooke Weston Academy, in line with the recommendations of the Improving Literacy in Schools : Education, Endowment, Foundation (1) have a tiered support in place moving from whole class teaching through to small group tuition to one to one support, increasing intensity with need. The intervention is guided via assessment and the use of percentile data, thus equating to a standard score. We also considered the contextualisation of the results of the standardised scores by comparing them with teacher assessments and other sources of data.

The 'Five-a-day' strategies can be integrated into day to day teaching practice to raise attainment among children with additional needs in line with their peers. (EEF Gary Aubin, 2022)

This work is underpinned by the knowledge that low literacy can lead to less success later in life surrounding employment; lower wages; poorer health and mental well-being. Currently within the UK, 25% of 15 year olds have a reading age of less than 12 years. Raising literacy skills is a national area of focus in education, and the pathway at Brooke Weston Academy adapts to the requirement of each student.



Universal Literacy provision for all students at Brooke Weston Academy:

- Reading age data collected using the GL assessments New Group Reading Test and, where appropriate the New Salford Reading Test, as a measure of sentence reading to further inform teaching and learning strategies.
- Access to high quality reading material in all subjects.
- Modelled reading of engaging and thought provoking material during their Drop Everything and Listen sessions (DEAL) and the inclusion of the BWA Reading weeks.
- High profile visual praise and rewards linked to literacy success.
- A unified approach to decoding language through reciprocal reading strategies (predicting, questioning, clarifying and summarising).
- Explicit vocabulary development across the curriculum employing Frayer models and promoting tier 2/3 vocabulary.
- Wider literacy opportunities through author visits, cannon poetry, drama, wider cultural capital and non-fiction texts.
- Sparks reader learning embedded with the Year 7 and 8 English homework curriculum. The provision adapts to the working level of each student, tailoring homework provision, employing interleaving and refining reading and comprehension skills.
- Additional English lesson per week for all year 7 to study additional texts in 'Beyond the Book' lessons.
- Penmanship and handwriting interventions offered where appropriate.

Targeted pathway provision at Brooke Weston Academy:

- Guided reading intervention groups within the SEND department.
- Additional timetabled English provision for year 7 for students.
- Additional classroom support where appropriate.
- Smaller class sizes to accommodate lower attaining students.

Intensive pathway provision at Brooke Weston Academy:

- Read Write Inc. Fresh Start catch-up and intervention programme to accelerate pupil progress by increasing phonetic knowledge and application.
- Toe by Toe and Stare-way to spelling to focus on spelling and reading confidently – specialising in decoding and segmenting words when reading.
- Guided reading intervention groups within the SEND department.
- Additional timetabled English provision for year 7 for students.
- Amended spelling lists to support inclusion.
- Tailored curriculum texts (where appropriate) to support inclusion.
- Intervention for year 12 students, utilising Sparks reader as an addition to their IEC provision, to further support their access to post 16 curriculums.

Reference

1. Alex, Q. and Robbie, C., 2021. [online] Improving Literacy in Secondary Schools : Guidance Report. Available at: <https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/improving-literacy-in-secondary-schools/EEF_KS3_KS4_LITERACY_GUIDANCE.pdf> [Accessed 6 October 2021].
2. Education Endowment Foundation (2019) Improving literacy in secondary schools: guidance report. Available at: <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4> (accessed 29 June 2022).
3. Organisation for Economic Cooperation and Development (OECD) (2016) Programme for international student assessment results from PISA 2015: United Kingdom. <://www.oecd.org/pisa/pisa-2015-United-Kingdom.pdf>
4. Education Policy Institute (2019) Education in England: Annual Report 2019. Accessible from: <https://epi.org.uk/publications-and-research/annual-report-2019/>
5. [EEF blog: 'Five-a-day' to improve SEND outcomes | EEF \(educationendowmentfoundation.org.uk\)](#)