Literacy Development at Cockshut Hill

At Cockshut Hill School, we believe that creating a culture of reading is a vital tool in ensuring our children are given the best life chances. Cultivating readers with a passion for a wide range of materials will ensure that children’s love of reading will extend far beyond the classroom and allow them to build on their skills independently through a real curiosity and thirst for knowledge.

A Culture of Reading
Developing a culture of reading at Cockshut Hill School is fundamental to the progression of the children not only in reading but across all other subjects.

As part of SOAR, all students are expected to have a reading book with them at all times to fulfill their ‘organised’ criteria; this means that our reading culture is endorsed by all our form tutors, as well as our English staff. This year we have embarked on developing our reading culture by introducing form reading.

Twice a week, we provide our learners with the opportunity to read for pleasure; we currently only read and discuss the texts. Form tutors were provided with a support booklet to assist with the text.

- **Year 7** are reading ‘Who Let the Gods Out?’ by Maz Evans
- **Year 8** are reading ‘Refugee Boy’ by Benjamin Zephaniah
- **Year 9** are reading ‘One of us is lying’ by Karen McManus
- **Year 10** are reading the Dickens classic ‘Oliver Twist’
- **Year 11** have been exposed to extracts as well as the AQA GCSE short story anthology.

In Key Stage 3 English lessons, students are encouraged by staff to read for pleasure in support of their fortnightly library lesson. Through the Key Stage 3 curriculum, students will be provided with exposure to a range of texts as well as challenging narratives, to challenge and engage learners. For example; exposure to a wider range of non-fiction is provided through other curriculum areas, such as Humanities and Science.

The English Department are supporting the development of literacy through their active contribution to supporting and delivering literacy lessons and the Accelerated Reader programme.

Our literacy lead (EB) completed the ‘Jump Start’ training, a very exciting initiative provided by BEP and Jayne Welch (Ark St Albans); the initiative has been developed on the basis of Ruth Miskin’s Fresh Start, and is proving very successful at Ark St. Alban’s. We have embedded the
specific phonics focused reading intervention into our year 7 provision and have enabled a group of students, in each band, to follow the programme for 5 sessions across the fortnight.

**Key Stage 3** learners are timetabled with a fortnightly literacy lesson, which is timetabled in the Library. During this session, learners are provided with the opportunity to read independently, use the computers to complete Accelerated Reader quizzes as well as choose books from the library under the guidance of staff (in relation to Accelerated Reader). Accelerated reader logs all individual student's efforts, as well as providing a multitude of data sheets, graphs and comparative data to report progress. English teachers have been provided with guidance to fulfill the sessions and utilise their time to target the weakest readers identified in their groups, which can then be transferred to English lessons.

**Our Library** is a fantastic resource which students have access to at break and lunch and after school. Students are encouraged to read for pleasure at home as well as at school. Using the Accelerated Reader Zone of Proximal Development (ZPD), Key Stage 3 students should be selecting books from the library that allows them to read independently with confidence, at a level that they will comprehend. Initiatives in the library allow students to demonstrate a desire to challenge themselves, and this must be encouraged. Library initiatives are timetabled throughout the year and there are also prizes and rewards linked to reading. **Reading for pleasure promotions include:**

- Bookmark challenge
- Readers League
- Monday book club
- School newspaper

The library is the hub for the school newspaper every Tuesday, Wednesday and Thursday as well as the base for the Achievement Leader Intervention (see attached). Every lunchtime there is the Type Rushe league which enables students to improve their touch typing skills, and Friday hosts Audio Book Club. After school, digital literacy and work skill sessions are provided as required and all students are invited. The library also hosts ‘Medics, Vets and Engineers’ to engage our aspiring students to develop their understanding of these professions.

At Cockshut Hill, we appreciate the importance of Literacy skills and across the academic year have three PLD sessions that have been allocated to Literacy and EAL. Through creating a staff survey, we identified what staff wanted and this allowed us to create a more bespoke approach to the training sessions. In December, we had a vocabulary session for all which was followed by a selected workshop; workshops included EAL, grammar, punctuation, reading and vocabulary. This training will be offered again with EAL and Oracy being provided as a whole staff session. One of our Lead Practitioners (LL) is currently completing her NPQSL and is driving the development of vocabulary across our school. Our Head of MFL (CS), is currently completing her NPQSL and is researching and exploring the concept and importance of oracy in improving standards and outcomes of all learners and how this can support improved T&L in the classroom. You can see a range of these presentations on our website.
Our next key focus will be to look into disciplinary literacy and to identify how literacy is evident within each of our subject areas, and how it can be developed more explicitly with a more cohesive approach.

**DEAR** – Drop everything and read is a timetabled event that occurs during the academic year, where all staff participate and allow students additional opportunities to read for pleasure.

### Data collection

Key stage 3 students will use Accelerated Reader’s ‘Star Reader’ as the basis of their reading age data. Students will complete this test three times a year (December, March, July) to track their development. Data will be provided to all staff on context sheets.

Accelerated Reader will track student reading activities as reading for pleasure is developing, by using the quizzes available online.

Key stage 4 students will be tested on Star Reader to ensure that data collected is comparative to their year 9 data.

### Literacy Interventions – January 2020

<table>
<thead>
<tr>
<th>Intervention:</th>
<th>Students:</th>
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<tbody>
<tr>
<td><strong>Jump Start (Year 7) (BEEM)</strong> (24 students) (Phonics based reading programme-decoding from BEP &amp; Ark St Albans)</td>
<td>Students with the weakest reading ages (based on KS2 SATs reading results as well as Star Reader test completed on Transition Day) joining in year 7.</td>
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<tr>
<td><strong>Jump Start (EAL) (BERA)</strong> (approx. 10) (Phonics based reading programme-decoding from BEP &amp; Ark St Albans)</td>
<td>R. Begum has started the intervention with EAL students that are new to the country.</td>
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<tr>
<td><strong>Accelerated Reader (ALL Key Stage 3)</strong></td>
<td>ALL students in Key Stage 3 are using the Accelerated Reader programme. English staff are monitoring and focusing on students that are identified as ‘urgent intervention’ and ‘intervention’. (WRNA is leading on the department intervention.)</td>
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<tr>
<td><strong>Achievement Leaders (Years 7-10)</strong></td>
<td>Reluctant PP boys have been identified as a focus group for ALs to work with weekly. ALs to provide an opportunity for students to develop reading for pleasure, and engage with AR by reading and quizzing. (KK will support.)</td>
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<tr>
<td>SEND: IDL</td>
<td>3 x weekly minimum 15 minutes. Dyslexia reading program. Online.</td>
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<td>SEND: Year 7 intervention</td>
<td>CHTU will be providing a weekly intervention (Thursday) with a small group of students identified from the most recent AR data (weakest K coded readers that are not getting Jump Start). E Betts to support with this intervention every Thursday morning form time.</td>
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<tr>
<td>SEND: Year 8 intervention</td>
<td>Comprehension and reading for meaning.</td>
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<tr>
<td>SEND: Year 9 intervention</td>
<td>Yvonne Mc small group reading as with Year 7.</td>
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EAL policy

Purposes

- To promote equality of opportunity for all learners for whom English is an additional language
- To deliver a broad, balanced curriculum which reflects the needs of pupils for whom English is an additional language
- To ensure EAL pupils reach their full potential

Guidelines

- To assess EAL students’ level of English and Maths on arrival by using Initial Assessment Tests in order to determine their DfE Proficiency in English codes
- To determine EAL students’ reading age and old National Curriculum Reading Levels by completing the Hodder Reading Test and Accelerated Reading Test
- To improve students’ reading skills in class by using phonics activities and stories as well as Guided Reading activities
- To encourage further development of reading skills at home by introducing students to Duolingo and ReadTheory
- To implement KS3 and KS4 EAL schemes of work which develop pupils’ language and literacy skills in order to support their access to the curriculum
- To set achievable language and literacy targets based on the outcome of the Initial Assessment Tests and according to the Proficiency in English codes
- To promote and encourage the development of the pupils’ first languages in order to facilitate concept development in tandem with their acquisition of English
- To provide pupils with access to resources which are age appropriate, at an appropriate language level, and are linguistically and culturally appropriate
- To use key visuals and other strategies to support pupils’ access to the curriculum
- To ensure that language and literacy are taught within the context of all subjects
- To ensure that learners not yet fluent in spoken English or the language of the curriculum are entitled to receive planned support for their oracy and literacy skills
- To actively liaise with parents to help them to support their children’s learning
- To provide all staff with high-quality professional development to develop their knowledge of EAL pedagogy and their skills for teaching EAL learners
- To celebrate multilingual skills and promote linguistic diversity with all pupils

Provision

Based on the results of the Initial Assessment, EAL students are either fully integrated into mainstream lessons and are given a full timetable or follow a part-time mainstream timetable and attend language and literacy lessons in the EAL department. Students have the opportunity to transfer to mainstream lessons following a successful outcome in end of term assessments.
Provision is based on the different educational needs of the KS3 and KS4 EAL students:

- KS3 students attend all mainstream subjects except for English and Humanities subjects such as Geography, History and RE.
- KS4 students who are new arrivals in year 10 attend EAL English, including GCSE and Functional Skills preparation, mainstream Maths, Science and Games plus one option subject.
- KS4 students who are new arrivals in year 11 attend EAL English, including GCSE and Functional Skills preparation, mainstream Maths, Science and Games but no options.

Supporting the EAL policy

Whole school language development

All teachers will need to consider the language demands as well as the content of the curriculum and plan how they can support pupils to develop oracy and literacy across the curriculum.

The role of subject teachers is to:

- develop consistent approaches to teaching and learning in literacy and to build increased awareness of the existing language knowledge and understanding that pupils bring to lessons
- use speaking and listening strategies to develop subject learning
- plan for teaching and learning of subject-specific vocabulary
- develop active reading strategies to increase pupils’ ability to read for a purpose and engage with a variety of texts
- model writing for key text types within their subject

Language and literacy experiences of EAL learners

- Some pupils already have good language and literacy skills in two or more languages
- Some pupils are beginner EAL learners and have never learnt to read or write in any language
- Some pupils have missed some or all of their education and have not fully developed the language and literacy skills needed for secondary school
- Some pupils have SEN with language or literacy needs

All these diverse groups benefit from teaching that develops their language and literacy so they become fluent in the academic language of the secondary curriculum which is the key to academic success.

As pupils progress through school, the language and literacy demands of the curriculum increase and pupils need to develop a wider range of language skills, in particular making the transition from spoken to written forms. They also need to be able to adopt different styles (genres) to meet different purposes and audiences which needs to be explicitly taught.
Beginner EAL learners

It takes 1-2 years to become fluent in everyday spoken English, but 5-7 years to develop proficiency in formal, written English. Pupils who are new to English will benefit from being integrated into mainstream teaching and learning experiences most of the time. This enables them to:

- develop oral fluency quickly
- immediately feel part of the school
- develop language in context
- experience their full curriculum entitlement

Additional support in class and some small group literacy teaching will be beneficial in the early stages, although pupils should not necessarily be withdrawn from Maths, Modern Languages or practical subjects where they can usually make good progress whatever their language level in English.

Teaching strategies to support EAL beginners

- Provide a classroom rich in oral experiences
- Enable pupils to draw on their existing knowledge of other language/s
- Encourage and use bilingual support from other students and staff
- Use translated materials and bilingual dictionaries
- Allow students time to practise new language
- Use visual support of all kinds (diagrams, maps, charts, pictures, realia)
- Develop card sorting, sequencing and matching activities

Developing language and literacy skills

In order to be fully literate, pupils need to be able to understand how we adapt our everyday speech into formal, written texts.

Learning through talk

- Using speaking to clarify and present ideas.
- Using active listening to understand a topic.
- Hypothesising, evaluating and problem solving through discussion.

Teaching strategies

- Provide pre and post listening activities such as listening frames
- Use information gap and other collaborative activities
- Allow students to do some assessment orally
- Ask students to rehearse answer with partner before answering
- Use additional adults to support discussion groups

Learning from text

- Reading for meaning – inference and deduction
- Understanding how subject specific texts are organised
• Developing research and study skills

**Teaching strategies**

- Make the purpose of reading explicit
- Read aloud to pupils
- Teach pupils how to find their way around text books and use index, contents, etc.
- Show pupils how to write questions before starting research
- Help pupils decide whether to scan or skim read or close read
- Ask pupils to transfer information from text to diagrams
- Encourage and show pupils how to use the library for research and pleasure

**Learning through writing**

- Using writing to think, explore and develop ideas
- Structuring and organising writing to link ideas into paragraphs
- Developing clear and appropriate expression at sentence level

**Teaching strategies**

- Make sure pupils are clear about the purpose and audience for their writing
- Point out the differences between speech and writing
- Help pupils use appropriate level of formality
- Give pupils model texts before asking them to write
- Show pupils how to organise writing using planning frameworks, graphic organisers
- Support extended writing with frames and key connectives to link ideas
- Ask pupils to evaluate, correct and redraft their writing