

Literacy Provision Map 2018/19

In September, all students (Y7-8) are tested using STAR Reader to generate reading ages. (AQU collates and records data centrally.) Students participate in independent reading during PD in order to promote reading for pleasure. Students are rewarded for completing reading challenges by tutors as and when they complete challenges and in assembly at the end of term.

In September all students (Y7-9) are tested using Blackwell's spelling programme to generate spelling ages. (Class teachers record centrally.)

All students Y7-9 complete 3x reading assessments and 3x writing assessments in 'best books' over the course of each school year. These are graded with AOW against targets.

Students with low or high spelling ages are monitored through English assessments in order to ensure appropriate setting. Wave 1 intervention at this stage within lessons, if necessary.

Set changes made taking into consideration spelling, reading ages and assessments. Teachers involved and parents/ students informed.

Students with reading ages in the lowest 16th percentile enter Wave 2 intervention – this is tailored to the needs of the small group as highlighted through the Accelerated Reader programme. This is on a 6 week rolling programme – please see the 'Intervention Provision Map' for more details.

Teachers address spelling ages accordingly in class using patterns, etymology etc. where appropriate. Teachers explicitly teach spelling strategies.

Students are tested in February and June/July using Accelerated Reader and Blackwell's spelling programme. AQU to monitor and provide targeted intervention as above after each cycle.

If a student does not make progress, we will look at set changes in order to further support the needs of the individual.

If a student is unable to access the tests or fails to make progress, we operate RSA Corrective Reading or Toe by Toe (Wave 3 intervention led by TAs).

All students (Y7-11) compete weekly spelling test (all undertake the same 5 each week). A test of 10 in completed at the end of each half term and each student's score is recorded centrally, Percentages of achievement calculated and 'winning' year group announced.

Teachers deliver this with a focus on closing the vocabulary gap and addressing common misspellings.

All staff across the curriculum mark using the literacy marking policy in order to address spellings and punctuation initially.

Intervention for year 10 and 11 is at teacher discretion and addresses examination skills according to needs. It can take the form of a compulsory P6 lesson to focus on text or task, or targeted 121 to focus on skills.

Intervention for Y12-13 is arranged via JBA and SPI in order to ensure students are on target and will meet deadlines.