

Literacy

Dean Trust Wigan – Approach to literacy

At **Dean Trust Wigan** all teachers are teachers of literacy and are committed to ensuring that all pupils learn to:

- Read well
- Write well
- Speak well

Our aim is to support pupils to make rapid progress in developing their literacy and reading skills in all subject areas, we recognise that reading supports pupils to access their curriculum and that the lockdown has widened gaps; a targeted reading programme is in place to support pupils to close gaps. Our approach to literacy, reading and vocabulary development is routed in evidence based research from:

[Reading: the next steps](#)

[EEF KS3 KS4 LITERACY GUIDANCE.](#)

Closing the Vocabulary Gap: Alex Quigley

There is an emphasis on disciplinary literacy across **Dean Trust Wigan**; all teachers understand the importance of a disciplinary literacy approach to improving literacy across the curriculum. The teaching of Tier 2 and 3 vocabulary is embedded in lessons and supported by Knowledge Organisers. Guidance is taken from the EEF to support teachers' approach:

Prioritise 'disciplinary literacy'	Provide targeted vocabulary instruction	Develop pupils' ability to read complex texts	Combine writing instruction with reading	Provide opportunities for structured talk
<p>Teachers emphasise ways of communicating knowledge in their subject area:</p> <p>How language works in subject areas</p> <p>Support pupils' understanding of how vocabulary is used</p> <p>How to interpret the written and graphic materials used for learning.</p>	<p>Teachers provide explicit vocabulary instruction to help pupils access academic language:</p> <p>Prioritise Tier 2 (high frequency in written texts) and 3 vocabulary (subject specific language).</p> <p>Subjects consider carefully which words and phrases to teach and include in their knowledge organisers.</p>	<p>Teaching reading will support pupils to teach their subject effectively:</p> <p>Reading strategies such as activating prior knowledge, prediction and questioning can improve pupils' comprehension</p> <p>Pupils are encouraged to read actively.</p>	<p>Combining reading and writing instruction will improve pupils' skills in both:</p> <p>Reading helps pupils to gain more knowledge, pupils should be taught to recognise good features, aims and conventions</p>	<p>Teachers recognise that talk matters:</p> <p>Teachers can support pupils by modelling high quality talk, for example including key vocabulary and metacognitive reflection</p> <p>Teachers use ACE questioning to challenge pupils to elaborate and extend their response</p>

Reading Support Overview:

All teachers have had access to phonics support training in order to support the weakest readers in lessons. To ensure that pupils as **Dean Trust Wigan** make progress in the reading there are three waves of intervention, on arrival in Year 7 all pupils complete CAT test, DASH tests, WRAT 5 spelling and ARTi reading test this indicate the wave of support that pupils should access. If it is felt that further diagnostic testing is needed the school buys into the local offer from Wigan Targeted Education Support Service to enable this level of support.

Baselines	Intervention Wave
All	<p>Quality First teaching:</p> <ul style="list-style-type: none"> - Pupils baseline scores shared on SIMS - live marking used to address literacy in lessons - ACE questioning used to develop oracy - Explicit teaching of Tier 2 & 3 vocabulary - Subject enrichment to enhance vocabulary use: ECA, school trips, visitors etc. - Modelling and scaffolding; in shared reading the teacher's role is to make it clear what good readers do and encourage pupils to be actively engaged in reading in the moment. Reading skills and strategies should be clearly modelled, and discussion should help pupils gain deeper meaning - Exposure to challenging vocabulary through 'Word of the Week' and vocabulary lists in Knowledge Organisers - Scheduled Drop Everything and Read (DEAR) sessions for KS3 - Reading during Form Time - Access to suitable reading materials in the LRC - Access to Reading Plus - Weekly 'Forensic Reading' Lesson - Reading Challenges - All pupils read 1 novel, 1 play and poetry within English - Extra-curricular visits and clubs are used as an opportunity to expose the pupils to a range of cultural experiences and encourage discussion and vocabulary development. -
Scaled Scores between 90-99	<p>Intervention Programme (12 weeks)</p> <ul style="list-style-type: none"> - Carers informed - 2 'Reading Plus' interventions during form time - Catch Up Literacy interventions (during Forensic Reading lessons) - Headteacher's Awards for progress - Peer Reading Scheme (Pilot 2021/22 Year 8 & year 10)

<p>Reading Age 9 years 6 months and below</p>	
<p>Scaled Scores below 80</p> <p>Reading Age 7 years 6 months below</p>	<p>Intervention Programme:</p> <p>Soundwrite is acknowledged by the DfER as meeting all its criteria for an effective phonics teaching programme. It is the preferred method of teaching within the authority. One member of staff is Soundwrite qualified (additional member of staff to be trained September 2022). All staff have had exposure to phonics training delivered by Wigan Targeted Educational Support Service.</p> <ul style="list-style-type: none"> - Soundwrite Form group for Year 7 pupils - Soundwrite intervention for pupils across KS3 - Additional reading sessions with books that relate to their phonics knowledge - Teacher/TA support will enable pupils to access reading within lessons -