

Bowland Literacy Strategy

At Bowland we are committed to fostering a culture where literacy is recognised as a fundamental life skill and a shared responsibility across all subjects.

Vision

Our vision is to ensure every student—regardless of their starting point—leaves with the communication skills required for success in the 21st century.

Aims

We are committed to both a **general literacy** and a **disciplinary literacy** approach where every teacher promotes high standards of reading, writing, and oracy within their subject specialism.

We aim to empower students to read fluently, write accurately, and communicate confidently, enabling them to access the full curriculum and succeed beyond school.

Principles of the strategy

- Literacy underpins effective learning
- Literacy supports the raising of standards across the curriculum
- Every teacher is a teacher of literacy, including form tutors.
- Literacy is an entitlement of all learners
- Through becoming more literate, students are more able to fulfil their potential
- Literacy is most effectively imparted where colleagues actively model good practice and embed within teaching
- Our commitment towards literacy will be evident both within our classrooms and our schemes of learning

Key Strategies

- ❖ **Explicit Vocabulary Instruction:** All departments will explicitly teach Tier 2 (academic) and Tier 3 (subject-specific) vocabulary to deepen comprehension. Methods of instruction include
 - keyword learning across all subjects,
 - vocabulary explorers including use of etymology and the Frayer Model
- ❖ **Reading for Pleasure & Purpose:** We will promote a reading culture across school in the following ways

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- Accelerated Reading for all pupils in Years 7 and 8,
- Library engagement including designated library lessons for all pupils in Years 7 and 8 with dedicated time for reading to improve fluency and stamina.
- Specialist book clubs at lunchtimes
- Professional author visit days
- National reading events
- ❖ Disciplinary Literacy: Teachers will scaffold writing tasks and model reading strategies, such as 'think alouds' and reciprocal reading, tailored to their subject.
- ❖ Targeted Support: Rigorous assessment via NGRT and NGST will identify students reading below chronological age, with immediate intervention (e.g., Lexia, Little Wandle) provided to close the gap.
- ❖ Oracy and Talk: Structured talk will be used in classrooms to develop critical thinking and articulate expression. We will use our Bowland Oracy Framework (Think, Speak, Listen) in all classrooms across school.

Assessing Literacy across the curriculum

- ❖ When assessing pupils' work across the curriculum we should value their oral contributions and listening skills alongside their reading and writing.
- ❖ We should take into account pupils' performance in speaking and listening, reading and writing when assessing and reporting on pupils' progress in subject areas.
- ❖ When setting writing tasks we should make explicit to the pupils the key features of language, purpose and audience which will be considered for assessment.
- ❖ When setting reading tasks we should break down complex academic texts so that texts are accessible for all pupils.
- ❖ When responding to pupils' work we should:
 - Follow the agreed feedback and marking policy, including using the designated marking codes in the margins of pieces of work. These

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literacy marking codes should be shared with pupils to ensure they are aware of the meanings of the codes and therefore be able to improve the literacy elements of their work.

- Create opportunities for DIRT, encourage proof reading of work and allow time for redrafting of work using purple pen.