

A young man with curly hair, wearing a dark blue school blazer over a white shirt and a striped tie, is shown in profile. He is holding a book titled 'The Tiger and the Well' by Philip Pullman. The book cover is green and blue with a tiger illustration. He is standing in a library or bookshelf area, with wooden bookshelves visible in the background. The image has a blue and gold geometric overlay in the top left and bottom right corners.

Literacy Strategy (Secondary Phase)



At Ponterfract Academies Trust, our aim is to develop strong literacy skills in every student. Through comprehensive strategies and training, we promote reading, writing, and oracy across all subjects.

Promoting reading for pleasure	Embedding reading within the curriculum	Supporting struggling readers
<p>Reading Events: We host various reading events throughout the year to promote a love for reading among all students.</p> <p>Monitoring and tracking: We use Accelerated Reader (AR) at KS3 to monitor and track students' reading for pleasure.</p> <p>Library: We maintain a well-resourced library and create reading displays to promote reading for pleasure.</p> <p>Star Reader Challenge: We provide a recommended reading list for students, carefully selected to develop cultural capital, whilst encouraging discussion and reading resilience.</p> <p>Reading awards: We recognise students who have demonstrated a love of reading through our school's wider rewards and celebration programme.</p> <p>Extra opportunities: We offer additional opportunities to promote reading, such as author visits, library leaders, and #getcaughtreading.</p>	<p>Planned opportunities: Subject 'reading roadmaps' prioritise reading in each subject area, creating planned opportunities for students to read in every subject.</p> <p>Unified Reading Strategies: We employ a core set of strategies, including prediction, questioning, clarification, and summarisation, taught consistently across subjects using reciprocal reading principles.</p> <p>Reading out loud: We enhance fluency by having texts read aloud by teachers or experts, helping improve accuracy, automaticity, and prosody in students.</p> <p>Carefully chosen texts: Our chosen literature exposes students to diverse perspectives and ideas, fostering knowledge and understanding of society and the world.</p> <p>Reading barriers knowledge: Staff receive CPD to enhance their understanding of students reading challenges.</p>	<p>Assessment and Identification: We use Star Reader and SATs scores to identify students in the bottom 20% with lower literacy skills. Reading Plus is used to diagnose specific reading barriers, and these programmes are used regularly to assess the effectiveness and impact of our interventions.</p> <p>Targeted Support for Struggling Students: Our tiered interventions, including Reading Plus, Fresh Start, and Intensive phonics support, provide evidence-informed support to struggling readers. These sessions are carefully scheduled to minimise disruption to general class teaching, focusing on Year 7 and the bottom 20% of readers.</p> <p>Literacy Trained Specialists: Our SEND and English teams jointly lead literacy interventions to deliver high-quality support.</p> <p>Reading Awareness: Teacher's access and use students' reading ages to inform and support their planning.</p>
Teaching academic vocabulary	Developing students' oracy	Developing students' writing
<p>Word Conscious Teaching: All teachers are attentive to vocabulary, promptly defining and contextualising new terms that arise during lessons to meet students' evolving needs.</p> <p>Explicit Vocabulary Instruction: We use the Frayer Model to teach and reinforce Tier 2 and Tier 3 vocabulary across subjects. This approach introduces new words through root words, etymology, and morphology, fostering meaningful connections for students.</p> <p>Key Word Planning: All subjects outline key vocabulary in curriculum long-term plans and lesson resources.</p>	<p>Oracy Teaching Techniques: Teachers use key strategies such as Say it in a Sentence, Turn and Talk, Think Pair Share, collaborative learning strategies and ABC to enhance students' oracy skills and encourage the use of formal language.</p> <p>Metacognitive Modelling: Teachers demonstrate metacognitive talk, addressing learning processes and overcoming barriers.</p> <p>Extra Opportunities: We offer various opportunities, such as debating clubs, performances, leadership roles, and public speaking, to enhance students' oracy skills.</p>	<p>Writing Strategy: Students follow a five-stage evidence-based writing process: planning, drafting, revising, editing, and publishing. This approach is taught systematically in English lessons and integrated into other subjects as appropriate.</p> <p>Sentence Starters: Teachers provide prompts, including sentence starters, to help students express their thoughts more effectively in writing.</p> <p>SPAG Marking: Teachers use targeted marking practices to address literacy errors, promoting written accuracy and proof reading skills. Errors are marked with codes and corrected by students using purple pens.</p>