

A young woman with long brown hair, wearing a dark blue school jacket over a white shirt and a red and white striped tie, is sitting at a desk and writing in a notebook with a blue pen. Other students are visible in the background.

# LITERACY STRATEGY

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**PONTEFRACT**  
ACADEMIES TRUST

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## LITERACY STRATEGY

Literacy and reading is one of the fundamental strands in our curriculum. It is crucial that students become fluent readers who can access a range of texts, so they can reach their full potential in the wider curriculum. Writing is a key skill and we encourage extended writing across the curriculum; we have a joined up approach to tackle the basics. We also see the development of our students oracy skills as critical to them becoming well rounded individuals, who can articulate themselves confidently.

### READING

#### READING LESSONS

All students in years 7 and 8 have a weekly lesson on reading and cover a carefully chosen canon of books which engage, challenge and stretch students' cultural awareness.

#### ACCELERATED READER

All students have reading books aligned with the AR programme. They use these in form times, as part of Drop everything and Read, and for home work.

#### NON-FICTION FOCUS

Activities in form and lessons encourage students to develop wider vocabulary development.

### SUPPORT

#### READING AGES

Regular tests take place to track students' ability. These are used to plan intervention and also by teachers when planning lessons.

#### DIAMOND READING LESSONS

Bespoke lessons for those students who need more support. These lessons include the use of the 'Fresh Start' intervention strategy.

#### BESPOKE INTERVENTION

Students with reading ages below expectation who don't need as much in depth support as the Diamond lessons. These interventions include Lexia and small group reading.

### ORACY

#### TALK THE TALK SESSIONS

Weekly sessions where students are explicitly taught oracy skills including tone, pitch, volume and intonation.

#### MODELLING

Staff model good practice of spoken communication, reinforcing what is learned during the Talk the Talk sessions. Staff promote effective pronunciation skills, including standing with confidence, positive body language, open and welcoming facial expressions, and focused eye contact.

#### CORRECT ENGLISH

Students are expected to answer questions using correct English and in full sentences where appropriate. This is one of their non-negotiables.

### WRITING

#### MARKING CODES

Staff use a consistent marking strategy across all subjects; extended writing tasks are embedded across the curriculum.

#### COMMON MISCONCEPTIONS IN SPAG

Staff identify key SPAG errors via class work, key pieces and formal assessments and students correct their own errors.

#### SPELLING FOR LIFE

This is a KS3 spelling initiative where students are taught thirty commonly misspelled words; these are regularly tested.

