

## Curriculum Intent Statements

Curriculum Area	Whole School Literacy
<p>At The Wells Academy, we are committed to ensuring our learners experience quality first teaching across the curriculum, with a focus on disciplinary literacy. We recognise that the explicit teaching of literacy is integral to quality first teaching. We also believe that in the society in which we live, an ability to communicate effectively, both orally and in writing, and to read a wide range of texts is essential if children are to achieve their potential throughout their school days and into their adult life. Therefore, there are four main areas of focus: reading, extended writing, oracy, and vocabulary.</p>	
<p><b>Reading</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• use skimming and scanning when reading</li> <li>• make inferences and refer to evidence in a text</li> <li>• to read for a specific purpose, identifying the purpose, audience and context of the writing and draw on this knowledge to support comprehension</li> <li>• use the library as a resource for learning but also to read for pleasure</li> </ul>	
<p><b>Extended Writing</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• write accurately, fluently, and effectively according to purpose and audience</li> <li>• plan, draft, edit and proofread their writing</li> <li>• be accurate in their use of grammar, punctuation, and spelling</li> <li>• write in complete sentences</li> <li>• complete extended, independent writing in all areas of the curriculum, in keeping with our belief that every teacher is a teacher of Literacy</li> </ul>	
<p><b>Oracy</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• use standard English confidently in their own speech, whether addressing staff or peers</li> <li>• speak confidently and effectively using standard English in a range of formal and informal contexts</li> <li>• adapt speech for different audience and purposes</li> <li>• listen with understanding and empathy, responding sensitively and appropriately</li> <li>• build on others' viewpoints as well as having and sharing their own personal opinions</li> <li>• work towards giving a presentation without reading from a script or PowerPoint by KS4</li> </ul>	
<p><b>Vocabulary</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• learn and develop new vocabulary, particularly tier 2 and tier 3 vocabulary</li> <li>• relate new vocabulary to known vocabulary and understand it with the help of context and dictionaries</li> <li>• be conscientious when learning new words, committing them to memory and making notes</li> <li>• use etymology and morphology to aid memory of new words and make connections between words</li> </ul>	

### Bespoke Intervention Strategies

Alongside ensuring that every teacher is a teacher of literacy through whole school approaches which encompass all faculties, we also have a number of intervention strategies:

- One to one and small group phonics intervention for the weakest readers, delivered through the SEN department
- Using NGRT reading age data to inform planning and resourcing of lessons
- Teachers delivering differentiated lessons, suitable for different abilities
- Staff using the Literacy marking policy consistently
- Use of Accelerated Reader Programme for KS3 students
- Additional literacy lesson for Year 7 students
- All students read and study a fiction book within their English lessons
- Comprehensive library timetable, with all years confident to use the library independently
- Weekly tutor time sessions on literacy / reading

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