



King's Academy  
**Easthampstead Park**

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# Whole School Literacy Statement

## Our vision:

King's Academy Easthampstead Park is committed to developing confident independent students who are able to communicate effectively and to develop their own voice through writing or spoken language. Our curriculum has been reviewed for literacy opportunities when teachers can expand upon or add to students' cultural and language lexicon. We prioritise reading and support students to access a wide range of text opportunities that provoke thought and reflection as well as to inform. Staff model for students reading as a desirable characteristic and students participating and reading widely is rewarded through the school's Character Award.

Support for students whose literacy skills are not as expected is provided through a range of interventions that become more specialised dependent on need. The school library is well stocked and accessible by all year groups. Engagement with the resources available is encouraged and younger year groups have a curricular lesson in the library as part of their English lessons to help develop the habit of using and accessing the resources offered.

## Our Intent

A literate student will be able to:

- Read, write and speak confidently and with greater accuracy in a variety of contexts to enable them to feel that their opinions and their voice is valid so they feel confident to participate actively within school and the wider community.
- Build a broad vocabulary with a range of tier 2 and 3 keywords to support academic proficiency in all subject areas and within extra-curricular life.
- Know, understand and apply models to structure their speech and writing to express their views clearly, effectively and with vigour.
- Gain confidence and ambition in developing opinions and asking questions to clarify learning.

- Read for pleasure to gain a wider knowledge and understanding of the world around them.

## Implementation

If you were to walk around our school you should see:

- Teachers encourage students to talk, provide scaffolds to support and encourage students to articulate their ideas and give opinions. One voice and respect the speaker underpins this work
- A range of reading strategies to develop understanding and comprehension. Teachers plan how these are deployed and students may be led through a text or asked to read in small groups or individually as examples.
- A range of reading material to support increased ambition and challenge and develop a broad understanding of the curriculum content matched to the age and ability of the student.
- Use of Silent Solo to give students time to think hard and engage with content
- Corrections - both on behalf of the student and the teacher. Actively considering best communication and editing as necessary. Modelling in real-time to develop oral and written responses.
- Etymology root words and word families are highlighted to support understanding.
- Text type writing frames used to assist with extended writing
- Notation strategies and summaries are used for example Cornell note-taking, summary tables and lists.
- Knowledge organisers with reference to keywords within the topic
- Sentence starters to support access
- Guided reading opportunities are used to encourage a wider love of reading and model tone and voice.

Each curricular subject has considered which strategies best support students to become literate in their subject areas (Disciplinary Literacy). These are planned for in curricular schemes and teachers are supported to develop their pedagogy through specific literacy training opportunities.

All students at KS3 additionally complete work each week on Bedrock, an online package designed to build vocabulary, which adapts to the needs of each child. Some Bedrock time is completed during a fortnightly English lesson, and some as English homework. Usage is closely monitored by English teachers, enabling them to celebrate those students who are making excellent progress and to put in place supports and interventions when less progress is being made.

## Appendix 1: KGA Principles of Reading



### King's Groups Academies

#### Principles of Reading

Knowledge and Skills	Curriculum and Resources	Pedagogy and Application	Practice and Experiences	Assessment and Intervention	Culture: Everyone a Reader
<ul style="list-style-type: none"> <li>• Staff have a strong knowledge of the fundamentals of reading and the expertise to teach reading effectively dependent on the phase and/or subject</li> <li>• Staff know the barriers to students becoming proficient readers</li> <li>• Staff understand the importance of fluency and its impact on comprehension</li> </ul>	<ul style="list-style-type: none"> <li>• The reading curriculum in all subject areas and the King's Canon ensures students engage with a broad range of high quality and increasingly complex texts</li> <li>• Texts are selected to develop pupils cultural, intellectual, social, emotional, spiritual development</li> <li>• A range of diverse texts ensure that all students see themselves reflected positively in the material they read</li> </ul>	<ul style="list-style-type: none"> <li>• High quality, research driven pedagogy results in effective teaching of reading across phases and subject disciplines</li> <li>• Staff are expert teachers of reading due to their outstanding pedagogy</li> <li>• Consistent pedagogical approaches, including the teaching of vocabulary, are used that have clear impact and accelerate progress</li> <li>• Teachers use reading data to plan effectively</li> </ul>	<ul style="list-style-type: none"> <li>• Reading practice is regular, focused and deliberate</li> <li>• Pupils are regularly able to engage, explore and respond to texts across all aspects of the curriculum</li> <li>• Reading is expertly modelled to all</li> <li>• All children have access to quality reading instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Regular assessment is used to identify students who need additional support and the identification of need</li> <li>• Reliable reading data enables staff to adapt teaching to respond to students' needs</li> <li>• Intervention is effective, targeted and purposeful to ensure positive outcomes for all</li> <li>• Reading intervention is part of our inclusive curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• There is a thriving reading culture established across the school</li> <li>• All students are encouraged to be motivated readers</li> <li>• All stakeholders inspire pupils to read for pleasure and use reading to develop their academic potential</li> <li>• Reading is valued by all</li> </ul>