

Disciplinary Literacy Strategy

‘Every teacher is a teacher of literacy’

- Put literacy at the heart of everything we do.
- Leadership to support the strategy by investing time and resources.
- Ensure parents understand the importance of good literacy.
- Pledge that no student will leave Ashton unable to read at their chronological age.
- Train staff to spot and respond appropriately when students are being held back by literacy problems.
- Put a comprehensive screening process in place.
- Limit interventions to those which meet the student’s needs and are based on sound and evidenced methods.
- Review the impact of reading interventions.
- Develop a reading for pleasure culture in school.
- Ensure teachers understand the complexities of writing and the challenges students face.
- Ensure teachers can use SPaG confidently within their own lessons and correct pupils’ mistakes. In turn they should explicitly teach SPaG.
- Combine reading and writing activities so that students can recognise the features, aims and conventions in different subjects.
- Ensure that teachers explicitly teach the structure of writing using a variety of strategies. Pupils should understand how to write like experts within the disciplinary field they are being taught.
- Ensure both tier 2 and 3 vocabulary is carefully selected when curriculum planning and explicitly taught in all lessons. Teachers will pay particular attention to the vocabulary that students are unlikely to be encountered in everyday speech.
- Ensure that high quality talk is both taught and modelled by teachers.
- Ensure that pupils are given opportunities to talk for extended periods of time and given a structured framework to do this.