



Oasis Academy Daventry Road Localised Literacy Plan

Lead for whole school literacy: Stephanie Francis

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Literacy Intent

To be literate in its most basic form is to have the ability to read, write, communicate and react to ideas in text and language. It is a basic skill needed to function in modern day society as language is all around us. Literacy is thought of as this most basic of human needs. The vision for the OCL literacy policy however runs much deeper than our ability to read, write and communicate. National statistics show a concerning downward spiral with regards to the literacy of the nation. National Literacy Trust statistics¹ make clear that:

- Children who enjoy reading and writing are **happier** in their lives. The longer children maintain an enjoyment of reading, the greater the benefits are in the classroom.
- However, **1 in 8 disadvantaged children** in the UK say that they do not even have a book of their own.
- As a result, **1 in 6 adults** in England (7.1 million people) have a reading age below 11 years old and struggle as a result to access the jobs, healthcare and other services they need.
- Low literacy levels lead to educational and social exclusion, with **more than 50%** of teenagers in youth custody having reading ages below 11 years old.
- Finally, and most shockingly, children born into communities with the most serious literacy challenges have some of the **lowest life expectancies** in England, dying on average 7 years earlier than their most affluent peers.

It is clear that an increased level of literacy leads to a longer and happier life, which must be a priority for all Oasis Academies. It is also clear that children whose literacy skills are underdeveloped when they join secondary school require additional support and attention to help them to close gaps with their peers and achieve the outcomes they deserve.

Therefore, the vision for literacy at OCL is simple: for no child to be left behind. Shared literacy and language are important in the ways in which we communicate and also the ways in which we understand and respect each other.

The Localised Literacy Plan should be read in conjunction with the OCL Literacy Policy, which is rooted in academic research and is heavily influenced by the EEF's guidance report on 'Improving Literacy in Secondary Schools'.²

The OCL literacy policy is underpinned by 5 key levers:

- **Disciplinary literacy.**
- **Reading fluency.**
- **Intervention.**
- **Vocabulary.**
- **Enjoyment and exploration through literacy.**

¹ 'What is literacy?', National Literacy Trust <https://literacytrust.org.uk/information/what-is-literacy/>

² Education Endowment Fund, '[Improving Literacy in Secondary Schools: Guidance Report](#)'

OCL DRIVE up Literacy standards

Disciplinary Literacy	Reading Fluency	Intervention	Vocabulary	Enjoyment and exploration through literacy
<ul style="list-style-type: none"> •The Oasis approach to developing reading, writing and oracy across all subject areas. •All Oasis teachers are teachers of literacy and recognise that literacy is key to learning across all subjects. •All teachers are supported to understand how to teach students to read, write and communicate effectively in their subjects. •Teachers use a variety of approaches to teach the features, aims and conventions of good writing in each subject. •Subject and academy leaders ensure that training related to literacy prioritises subject specificity across all aspects of the curriculum. 	<ul style="list-style-type: none"> •The Oasis approach to developing students' ability to read complex academic texts with fluency. •A core part of the One Plan, reading fluency focuses on universal strategies employed to develop the proficiency of students' reading fluency across the curriculum. •A strong focus is placed on reading aloud (by both teachers and students), discussion and engaging with both fiction and non-fiction texts. •Reading strategies such as activating prior knowledge, prediction and questioning are introduced through modelling and group work to improve comprehension before support is gradually removed to promote independence. 	<ul style="list-style-type: none"> •The Oasis approach to high quality interventions to close the gaps for struggling readers. •Data-informed interventions are selected through nationally-approved intervention models. •A tiered model of support will increase in intensity in line with need, including the development of phonics, decoding and comprehension. •Assessment will be used to match students to appropriate interventions and monitor progress. •Each Academy will create a bespoke plan, according to need and utilise Trust support, to ensure all struggling readers make accelerated progress and catch up with peers. 	<ul style="list-style-type: none"> •The Oasis approach to providing targeted vocabulary instruction in every subject. •Teachers in every subject provide explicit vocabulary instruction to help students access and use academic language. •Effective approaches, including those related to etymology and morphology, will help students remember new words and make connections between words. •Vocabulary lists for Tier 2 and 3 vocabulary, which students are unlikely to encounter in everyday speech, are utilised in all subjects to secure progress. 	<ul style="list-style-type: none"> •The Oasis approach to developing a strong culture and ethos with regards to reading for pleasure and enrichment. •A shared reading list appropriate for all students provides insight into the wider world around students while also ensuring that the texts chosen are engaging, age-appropriate and promote equality, diversity and inclusion. •The Reading Pledge each Academy makes guarantees the types of literature all students will be exposed to during their time in education. •Opportunities to encourage engagement and enjoyment in reading are embedded in school culture to promote reading for pleasure to every child.

Academy Context

OADR Contextual Factors

- Daventry Road falls in the 10% most deprived according to the Index of Multiple Deprivation.
- The 10 most deprived neighbourhoods in Bristol are all within the south Bristol areas Hartcliffe, Whitchurch Park and Knowle West which is our catchment area.
- Daventry Road is currently in temporary buildings and, therefore, does not currently have resources such as a library.

Key Cohort & Data

- Our academy opened in September 2023 with Year 7 only. As of September 2025, we have Year 7, Year 8 and Year 9.
- Our academy serves 369 students from an increasingly disadvantaged background.
- 67% of our students are on the Pupil Premium register.
- 12% of our students speak English as an additional language.
- 32% of our students are on the SEND register.

Reading Age Data

NGRT testing for our September 2023 intake highlighted the following:

Year 7	Number of students	Percentage of Cohort
Reading age 9 and below	20	18%
Reading age 9.01-12	38	34%
Reading age 12.01-15	35	31%
Reading age 15.01 +	20	17%

NGRT testing for our September 2024 intake highlighted the following:

Year 7	Number of students	Percentage of Cohort
Reading age 9 and below	48	40%
Reading age 9.01-12	34	28%
Reading age 12.01-15	31	26%
Reading age 15.01 +	7	6%

NGRT testing for our September 2025 intake highlighted the following:

Year 7	Number of students	Percentage of Cohort
Reading age 9 and below	25	30%
Reading age 9.01-12	32	38%
Reading age 12.01-15	17	18%
Reading age 15.01 +	12	14%

DRIVE Lever 1: Disciplinary Literacy

Disciplinary literacy is an approach to improving literacy across the curriculum. It recognises that literacy skills are both general and subject specific, emphasising the value of supporting teachers of every subject to teach students how to read, write and communicate effectively. As they progress through an increasingly specialised secondary school curriculum, there is a growing need to ensure that students are trained to access the academic language and conventions of different subjects. Strategies grounded in disciplinary literacy aim to meet this need, building on the

premise that each subject has its own unique language, ways of knowing, doing, and communicating.

As a growing school with a growing middle leadership team, Daventry Road is currently working to develop clearer accountability through subject leadership for disciplinary literacy. Below is guidance and structures shared with subject leads.



Subject Middle Leader – Literacy Responsibilities

- Embed literacy strategies into curriculum planning and schemes of work (i.e. DVI, T&T).
- Model accurate SPaG (Spelling, Punctuation & Grammar) in lessons and resources.
- Ensure consistent use of reading and writing strategies in the department.
- Monitor implementation and impact of literacy strategies at subject level through book looks, observations, and assessments.
- Support department with subject-specific literacy CPD as appropriate.
- Liaise with SFR to align departmental practice with whole-school strategy.
- Track and support students with literacy barriers in the subject.

Literacy leadership at subject level = 'How literacy lives in my subject.'



Whole School Literacy Lead – Responsibilities

- Develop and drive the whole-school literacy strategy (reading, writing, vocabulary, oracy).
- Lead staff training and CPD on literacy across subjects.
- Ensure consistency of approaches (e.g. DVI, T&T).
- Oversee literacy interventions and data tracking for targeted students.
- Promote a reading culture school-wide through WSR and other initiatives.
- Support departments in adapting literacy to their contexts.
- Monitor and evaluate impact at whole-school level.
- Liaise with senior leaders, SEND, and NLP for Literacy.

Literacy lead = 'Setting the direction and supporting everyone to get there.'



Overlap & Collaboration

Subject Middle Leaders	Whole School Literacy Lead
Implement strategies within subject	Develop and communicate strategy
Focus on subject curriculum	Focus on whole-school culture
Monitor literacy in subject lessons	Monitor whole-school literacy impact
Share subject expertise	Provide training and guidance
Liaise upwards	Liaise across departments and SLT

There is an academy-wide focus on the use of Turn and Talk in lessons where appropriate and CPD is delivered to staff in order to ensure consistency is achieved, building on the foundations that were laid last year.

The Hochman method is being developed as a standardised approach to developing academic writing within the academy and this is another area of focus this year with whole school CPD as well as working with subject leads to ensure that it is used appropriately in different subject areas. This will ensure that the teaching of academic writing is streamlined and simplified in a consistent way in order to manage the cognitive load of students by avoiding the teaching of contradictory or repetitive methods

At Daventry Road, we are undertaking a process of developing subject specific literacy plans as well as developing and centralising Tier 3 vocabulary lists. This is being undertaken through a process of work in Middle Leadership meetings in which Literacy Lead is working with middle leaders as well as via line management of subject leads from SLT.

This will include:

- Reviewing pre-existing OCL Disciplinary Literacy Curriculum mapping documents and reflecting on areas of strength and areas for development.
- Whole School Literacy Lead providing support and input for Literacy plans within Department Handbooks which are currently being written by Subject Leads.
- Creating a centralised folder in the academy literacy folder for all Tier 3 Vocabulary lists/Knowledge Organisers as appropriate.

Reading

Teachers have a responsibility to help students to become confident, skilled, critical and reflective readers of all kinds of texts. Across the curriculum at Daventry Road, students encounter a wide-range of subject-specific academic texts designed to develop reading, writing and critical thinking skills. These include literary and non-fiction texts in English, scientific reports and data in Science, and analytical essays and source materials in Humanities subjects. They also engage with procedural, evaluative and creative texts in subjects such as Design Technology, Food Technology, and Performing Arts. In addition to these, there are informational and instructional texts in Computing.

These different types of reading are supported through structured reading strategies such as Control the Game. When combined with pre-teaching key terminology and vocabulary through Direct Vocabulary Instruction, students are supported to tackle a range of different text types across their academy life.

Writing

All teachers have a responsibility to help students become confident, skilled writers who can use writing to process and organise ideas and to communicate effectively:

Every teacher at Daventry Road plays a role in helping students develop the ability to write clearly, organise their thoughts and convey their knowledge effectively. Teachers of all subjects can guide students in discipline-specific writing skills, such as using evidence in history, explaining reasoning in maths, or describing experiments in science. Additionally, teachers who incorporate writing into their lessons help students improve their overall literacy, critical thinking, and communication skills, which are essential for academic success and future careers. All teachers have a responsibility to help students become confident, skilled writers who can use writing to process and organise ideas and to communicate effectively in all subjects. We are all teachers of writing.

Strategies

- Teachers use the Hochman Method to teach writing in context. Students are taught how to construct high quality, academically rigorous and grammatically accurate sentences in all subjects. There is a focus on building students' writing at a sentence level before progressing to a paragraph level.
- Scaffolding is used to support writing as appropriate.
- Robust and explicit teaching of vocabulary across all curriculum subjects to enhance academic writing and word banks are supplied through knowledge organisers, individual lessons and in classroom displays to enable students to have a rich and broad vocabulary.
- Students make use of model answers, as supplied by teachers, which help to promote excellency in their written work.
- Teachers model their own writing and drafting process through the use of visualisers or iPads.
- Teachers showcase student writing in classrooms.

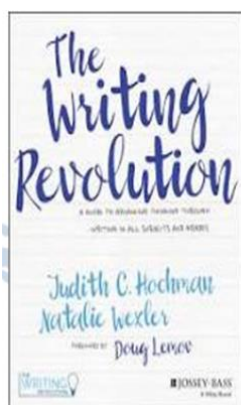
- Oracy strategy (Turn & Talk) is used to improve quality of writing across all subjects.
- Students who may be disadvantaged by poor handwriting are helped to feel that they can improve it and referred for intervention where necessary.
- Students take pride in their written work and follow 'Beautiful Books' standards. Teachers and leaders hold students who do not meet these expectations to account.
- Opportunities to model high quality written communication are utilised at all stages of the lesson and teachers use precise prompts to support students to think harder and elaborate on what they have already communicated
- Students are encouraged to redraft work. Precision is encouraged but perfection is understood to be a gradual process that can only be achieved through hard work, resilience and attention to detail.

The Hochman Method

Purpose:

It is a highly structured and explicit programme that enables students to become competent writers. In turn, those skills equip students to become better readers, to communicate more effectively in writing and speaking, and most importantly, to elevate their thinking. At Oasis Academy Daventry Road, we have begun to employ the Hochman method as our strategy for teaching writing. This will continue to be developed through Whole School CPD input this year as well as through work with subject leads and supportive lesson drop ins.

Structure and Pedagogy:




- 1
 - What is a sentence?
 - Subject / verb / object
- 2
 - Complete vs. fragment sentences
 - Four basic sentence types
- 3
 - Basic conjunctions: because / but / so
 - Subordinating conjunctions
- 4
 - Noun appositives
 - Kernel sentences
- 5
 - Creating paragraphs

Application:

Whenever students are asked to write, they are given very specific instruction and support so that they are able to express their ideas with clarity and expertise. This takes the form of:

- Question to be answered is shared alongside specific writing instruction. *For example: 'one reason why metals are magnetic is...because...'*
- Opportunity for verbal rehearsal through turn and talk
- Feedback and refinement
- Written response
- Show call.

Phrase	What it does		
More specifically ,...	To provide further and more precise detail.	I like sweets. More specifically, I like Percy Pigs from Marks and Spencer.	

Oracy

All teachers have a responsibility to help students become confident, skilled speakers and listeners. At Daventry Road, students are regularly given opportunities for to practice high-quality subject-specific talk.

Strategies:

- Teachers model excellent oracy when speaking to students to encourage use of high-quality spoken English, as per the Teaching Standards.
- Expectations around academic or polite and formal language are explicit across the school.
- Active listening is encouraged and recognised as an important lifelong skill as part of the academy's 'STAR' learners guidance (Sit Up, Track, Active Listening, Ready to Respond).
- All subject teachers use Direct Vocabulary instruction within their lessons. Not only does this improve students' oracy skills but it supports the embedding of subject specific terminology.
- As we teach mixed attainment classes, classroom questioning takes into account the ability of all pupils in the class.

- When using cold-call questioning, students are allocated thinking time to enable all to participate in class discussion.
- The English curriculum is planned to incorporate opportunities for Turn & Talk to check for understanding before written tasks are implemented. Consistency training has been provided on this and it is continuing to be built into lessons across the academy as a major focus for developing students' oracy skills in terms of confidence as well as effectiveness.
- Turn & Talk allows students to verbally rehearse their ideas with another student before writing them down.
- Versatile vocabulary and sentence structures taught in English help frame oral responses during Turn & Talk as well as written ones.
- Teachers are to use specific routines for Turn and Talk.
- Students are given opportunities to speak publicly e.g. assemblies and student leadership
- Every student has the opportunity to participate in public speaking activities through drama and extracurricular clubs or activities. e.g. drama club, speech workshops (Y9)

Academy Disciplinary Literacy Audit

All Oasis academies audit disciplinary provision across the curriculum and identify clear literacy priorities across all curriculum subjects. Curriculum/subject leads are required to complete **subject-specific disciplinary literacy action plans** in order to review the literacy instruction currently provided in each subject area and plan next steps for the development of the curriculum.

Subject leads will then meet with the literacy lead in order to support and academy-wide audit of disciplinary literacy provision. Questions to support literacy leads with this meeting can be found at [this link](#).

As an academy which is still growing, Daventry Road does not currently have subject leads for all areas. Where this is the case, Whole School Literacy Lead uses StepLab to monitor data from drop-ins as well as completing her own. This will then inform support that is put in place for specific subject teachers. This monitoring will also support in informing Whole School CPD as appropriate. As additional subject leaders are appointed throughout the year, Whole School Literacy Lead will work with them to ensure that their disciplinary literacy planning is aligned with academy priorities.

During T1, Whole School Literacy Lead meets with Subject Middle Leadership team to discuss current literacy strategies which should be in place and to reflect on implementation journey. This allows for discussion and an open forum for new middle leaders to ask for support both from pre-existing middle leaders as well as from Whole School Literacy Lead.

Following on from this, Subject Leaders are asked to answer the following questions:

1. Do you feel confident in the literacy needs of your subject area?
2. What aspects of literacy development are most relevant to your subject area?
 - Reading comprehension
 - Vocabulary development
 - Writing for a specific purpose e.g. to persuade, to argue, to explain
 - Oracy
 - Grammar and punctuation
3. What literacy strategies are currently embedded in your department's teaching practice?
 - Direct Vocabulary Instruction
 - Turn & Talk
 - Word banks
 - Sentence stems/prompts for extended writing
 - Other
4. For any of the above options that your lessons do not currently include regularly, please briefly explain why.
5. In terms of Literacy strategies in your subject (whole school or domain specific) what would you like more support with? Please describe what resources or type of support you may need for this.

Subject or faculty	Identified priority area/s	Action	Resources needed
English	Reading comprehension Embedding Turn and Talk	Whole School Literacy Lead to offer support on training for reading strategies. Whole School Literacy Lead to support with lesson drop-ins for T&T.	
Maths	Developing vocabulary banks Introducing a vocabulary element to summative assessment	Whole School Literacy Lead to meet with HoD to discuss potential options and pilot plan – direct to discuss with English HoD for model. Explore Formative as a potential option to mirror English approach.	
Science	Turn and Talk – how can it be modified effectively whilst	Whole School Literacy Lead to meet with HoD to	

	ensuring it follows academy best practice? Developing vocabulary banks to support writing.	discuss T&T adaptations.	
MFL	Access to age appropriate authentic texts e.g. magazines and parallel texts.	Whole School Literacy Lead to meet with HoD to discuss options for texts and share findings from student reading survey to support in selecting engaging texts.	Texts
Computing	See Technology/ Performing Arts – currently no HoD but being supported by these HoDs.		
History	See RE/PSHE – currently no HoD but being supported by these HoDs.		
Geography	See RE/PSHE – currently no HoD but being supported by these HoDs.		
R.E/PSHE	Reading strategies e.g. Control the Game	Whole School Literacy Lead to meet with HoD to introduce Control the Game.	
Technology	Developing long answer questions in preparation for KS4.	Whole School Literacy Lead to meet with HoD to introduce Hochmann method. (HoD new to school and input has not yet been delivered).	
Art	See Technology/ Performing Arts – currently no HoD but being supported by these HoDs.		
P.E	Supporting PE HoD in understanding of DVI	Whole School Literacy Lead to	

	<p>to ensure it is delivered effectively.</p> <p>Developing a method for evidencing vocabulary /terminology inputs.</p> <p>Long term view to developing long form written answers for KS4 assessment.</p>	<p>work with PE HoD in a coaching capacity to support DVI input (routines need to be adapted as KS3 lessons are rarely classroom based).</p> <p>Potential for joined up working between Maths and PE around vocabulary summative assessment models.</p> <p>Whole School Literacy Lead to support with Hochmann input.</p>	
Performing Arts	<p>Developing vocabulary and extended writing (there is less extended writing in KS3 PA so work on this is crucial in building to GCSE).</p>	<p>Whole School Literacy Lead to support with Hochmann input.</p> <p>DVI monitoring and support as needed.</p>	

Whole School Literacy Lead is working with SLT and MLT to undertake a more in-depth literacy mapping exercise for each subject area.

DRIVE Lever 2: Reading Fluency

While there are elements of literacy that are subject-specific, there are also key components of literacy instruction that can be used across the curriculum to secure a culture of reading and drive progress in reading for all students. Reading Fluency refers to the importance of having designated reading, comprehension and vocabulary practice as a part of both subject curriculum and whole academy planning. As such, reading fluency is a core part of the Oasis 2030 strategy and OCL curriculum statement of intent and is therefore a priority for development across Oasis Academies.

Commented [ER1]: Updated to reflect the move from the One Plan to 2030 strategy for 2025/26







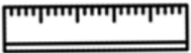

Curriculum and Whole School Reading time are spent either listening to the teacher read aloud as the fluent reader or reading aloud themselves. Students learn to read materials purposefully for information and for pleasure; staff encourage students to




become independent readers who have a wide range of knowledge based on varied reading experiences. Alongside this, teaching staff are advised to use reciprocal reading strategies to support students with their understanding of challenging texts.

Strategies:

- During Whole School Reading, teachers must do all the reading to model fluency and high-quality spoken language. There is significant evidence to suggest that listening to a fluent reader whilst tracking the text improves reading.
- In all subject areas and WSR, teachers pre-read materials before delivery, making annotations to show best practice and ensuring key word definitions are precise as per the dictionary definition. We recommend using Collins online dictionary as this is designed for EAL learners.
- All teachers are encouraged to plan reading episodes using the 'Control the Game' strategy. Teachers intersperse their own reading with the pupils' reading in order to model fluency.
- When planning lessons, teachers should make use of NGRT data to support their planning. i.e. being aware of students who may struggle to access reading in their subject lessons.
- As a new school, we do not have a library at this time. However, we have been donated some books and intend to encourage reading for pleasure by allowing students to borrow these books to read at home. There is work being undertaken this year to prepare for moving into the school's permanent building which will house a library next year.
- Curriculum is planned to incorporate fiction and non-fiction.
- All students, through our Horizons project, can complete their homework on Sparx Reader. **There are clear routines and reward systems embedded with this which have been redesigned for this academic year in order to increase the profile of Sparx Reader across the school and encourage higher rates of completion.**
- All students will have the opportunity to engage in additional reading activities such as Read for Good to promote reading as a positive endeavour.

Before you read

	<p>Pre-read the pages/extract that you are going to be reading with your students. Use this time to make decisions about which parts of the text you will read and which specific sentences you will call on students to read aloud.</p>
	<p>Plan to pause and prep: we are about to... as we read... remember that...</p>
	<p>Plan to pause and tell: ... means is ... in other words,...</p>
	<p>Plan to pause and ask: Why...? What...? Who...? How...?</p>
	<p>Plan to turn and talk: ...because... ...but... ...so...</p>
<p>Routines</p>	
	<p>Track the text. Ensure that all students have their eyes on the text at all times.</p>
	<p>Follow with your reading instrument. Ensure that students follow the text with a ruler or their finger. Watch this process and ensure that this is happening.</p>
<p>During Reading</p>	
	<p>Readers should be unpredictable. Do not read around the room or take hands up. You should plan who you are going to ask to read and when.</p> <p>You might say: <i>Follow the text with your reading instrument. When I call your name, be ready to pick up the reading.</i></p> <p><i>Begin reading Tom</i> <i>Thank you.</i> <i>Pick up Lisa.</i> <i>Thank you.</i></p>

	<p>Keep reading durations short. Students should only read aloud for a sentence or two before you move to the next reader or begin to bridge.</p>
	<p>Plan where the teacher is going to pick up the reading. The teacher might be doing the majority of the reading with planned moments for students to pick up.</p>
	<p>Keep transaction costs short.</p> <p>Don't do lots of discussion between readers.</p> <p>All pauses should be pre-planned so you should know before you start exactly where you will be pausing to:</p> <ul style="list-style-type: none"> • Prep • Tell • Ask • Turn and Talk

Included below are details of Academy approaches to reading as part of the literacy strategy.

	Details of approach	Staff leading on this area	Where would this be seen across your academy?
<p>Reading age assessment processes <i>e.g. NGRT</i></p>	<p>Assessments are completed in English lessons and are coordinated between the Head of English and Whole School Literacy Lead. Mop ups are similarly coordinated between these two staff with support from additional teacher (SWA).</p>	<p>SFR, RCA</p>	<p>English lessons/ department meetings.</p>
<p>Whole school reading approach <i>e.g. Control the game</i></p>	<p>See reading strategies outlined in table above.</p>	<p>SFR</p>	<p>WSR period in all WSR teaching classrooms. All lessons which contain reading aloud.</p>

Whole school literacy strategies used (not including intervention) <i>e.g. Sparx Reader, DEAR time, versatile vocabulary</i>	Sparx Reader (homework – leader boards and prizes highlighted in English classrooms/ lessons) DVI	SFR, RCA	Sparx – English classrooms/lessons. DVI/VV – Classroom based lessons.
Planned CPD <i>e.g. collective completion of the genre mapping activity, Control the Game training, phonics training</i>	New staff – DVI and T&T Middle Leaders – DVI, T&T, Disciplinary literacies Whole staff – Reading strategies, Hochmann method Fresh Start x 2 TAs	SFR, SCO, BBU	Ongoing throughout the year in T&L CPD slots.

Commented [ER2]: Reference added to Sparx Reader

DRIVE Level 3: Intervention

While whole-school approaches to literacy are essential in driving progress for the majority of students and will reduce the need for additional literacy support, high-quality, structured interventions are an important aspect of the whole academy literacy strategy to ensure that accelerated progress is secured for students whose reading ages fall in the lowest stanines. These students need targeted support to catch up with their peers and meet age-related expectations.

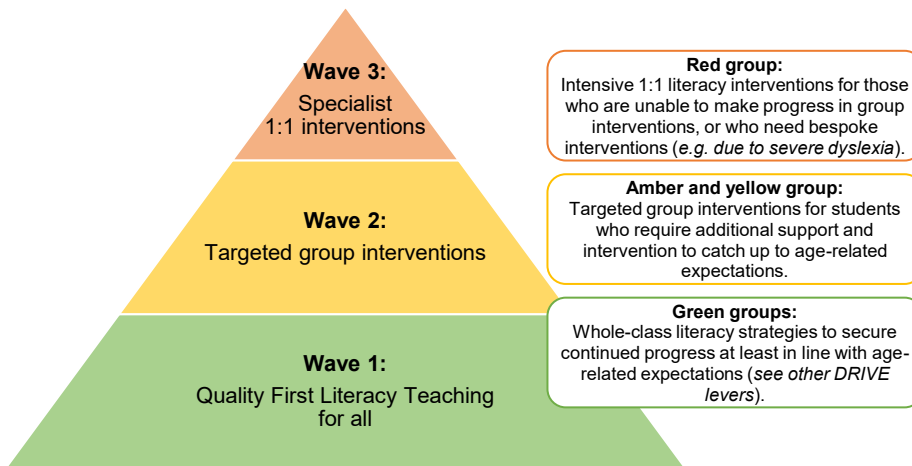
All Oasis academies take a graduated approach to intervention, moving from whole class teaching through small group tuition to one-to-one support, to ensure that appropriate, meaningful and measurable interventions are targeted at the right students to drive accelerated progress in literacy and ensure that all students can make significant progress, regardless of their entry point to the secondary phase.

A graduated approach is one in which levels of support and intervention increase in intensity matched to need:

- **Wave 1** is the universal, whole-school approach, that will meet the needs of the majority of students.
- **Wave 2** provides targeted intervention for students working below age-related expectations, who need additional, structured group interventions to catch up with their peers.
- **Wave 3** provides specialist and more intensive intervention for a very small group of students working significantly below age-related expectations, for whom group interventions would not be bespoke enough to meet their complex literacy needs.

Students are identified for interventions using NGRT data as a starting point, which provides the data required to be categorising students into waves in order to coordinate a targeted response to meet their needs:

Wave	Category	NGRT score
1	Dark green	Stanines 7-9 or SAS of 110+ - significantly above expected
	Light green	Stanine 5-6 or SAS of 100-109 – reading at expected levels
2	Yellow	Stanine 3-4 or SAS of 90-99 – reading approx. 1-2 years below
	Amber	Stanine 2-3 or SAS of 80-89 – reading approx. 3-4 years below
3	Red	Stanine 1 or SAS of 69-79 – reading approx. 5+ years below



When planning literacy interventions, Oasis academies recognise the simple view of reading. This supports us to understand the full range of skills required to gain full reading comprehension:



Nationally, 25% of students arrive to secondary school with reading ages below the expected standard of 11 years old. However, in Oasis academies the picture is even starker. More than 20% of our Year 7s arrive to us with reading ages below the age of 9, signalling difficulties not only with language comprehension, but also with the skills required for word recognition. Therefore, our local literacy offer includes both word recognition and language comprehension interventions to support students to close gaps in their reading comprehension skills and catch up and keep up with their peers.

The Oasis Academy Daventry Road local literacy offer:

As part of our Academy literacy strategy, our academy local literacy offer includes the following interventions that cover every stage of the graduated approach:

Wave	Intervention	Entry Criteria	Description	Baseline assessment and success criteria for completion at Wave 2 and 3

Wave 1	Disciplinary literacy (all academies)	All students	The OCL curriculum approach to teaching reading, writing, oracy and vocabulary in every subject area. See DRIVE lever 1, 2 and 4 for more details.	Baseline: NGRT
	Whole School Reading (Reading for pleasure curriculum)	All students	Lessons delivered daily by assigned teachers with consideration given to which staff are best placed to work with which group. This is intended to promote reading fluency through guided reading of age-appropriate, engaging texts.	Baseline: NGRT
	Sparx Reader homework	All students	Weekly homework for all students monitored by English teachers, where students can practise reading fluency and language comprehension pitched to their needs through the online platform. Focus on promotion of this through rewarding completion and small competitions throughout the year organised by Whole School Literacy Lead/Head of English.	Sparx Reader has its own proprietary assessment platform which is used (Sparx Reader placement test).
Wave 2	Sparx Reader small group interventions (all academies)	Yellow and/or amber group	Small-group interventions (3x per week) targeted at students who need additional support with aspects of reading fluency and language comprehension. This online intervention provides students with additional opportunities to develop literacy skills pitched to their needs, with support and personalised intervention provided by a trained TA who oversees the group.	Baseline: NGRT and Sparx Reader placement test
	Ruth Miskin Fresh Start phonics intervention (all academies)	Amber group (following Fresh Start diagnostic testing)	Daily small-group interventions targeted at students who need additional support with aspects of word reading. This curriculum provides students with additional opportunities to develop skills in phonological awareness, phonics, reading	Baseline: NGRT and FS diagnostic SC: Successful completion of FS diagnostic – exit passage

Commented [ER3]: Updated from Reading Plus to Sparx Reader

Commented [ER4]: Updated with new details on Sparx Reader

		fluency, comprehension, vocabulary and spelling, delivered by a highly trained teacher, with additional support from Ruth Miskin to refine and evaluate the intervention throughout the year.	
Corrective Reading	Amber group	<i>E.g. Small-group interventions 3x per week targeted at students who have completed the Fresh Start programme but who still need additional support with Word Reading and Language Comprehension to close gaps with their peers. This intervention takes a direct instruction approach to developing skills in reading fluency, comprehension, vocabulary, language concepts and communication, delivered by a trained member of staff.</i>	
Exploring as option when staffing numbers in SEND department increase.			
Boosting Reading Potential (BRP)	Amber group	<i>E.g. Small-group interventions 3x per week targeted at students who need additional support with Language Comprehension to close gaps with their peers. This intervention takes a direct instruction approach to developing skills in reading fluency, comprehension, vocabulary, language concepts and communication, delivered by a trained member of staff.</i>	
Literacy Lead exploring in tandem with SENDco as option when staffing numbers in SEND department increase.			
Lexia/ Reading Wise (Options currently being explored by Whole School Literacy Lead in tandem with SLT)	Amber group	<i>Small-group interventions (3x per week) targeted at students who need additional support with aspects of word reading and language comprehension. This online intervention provides students with additional opportunities to develop skills in phonics, reading fluency, comprehension, vocabulary and language concepts pitched to their needs, with support and personalised</i>	

			<i>intervention provided by a trained TA.</i>	
Wave 3	1:1 Fresh Start phonics <i>(all academies)</i>	Red group	Daily 1:1 interventions targeted at students reading significantly below age-related expectations, who are unable to make progress in a group setting, or who are new-to-English language speakers. See above for description of the curriculum.	Baseline: NGRT and FS diagnostic SC: Successful completion of FS diagnostic – speed sounds (& passage 1)
	<i>Precision teaching strategies for dyslexia</i> <i>(Being explored by SENDCo – SCO – once training is completed on 13/11)</i>	Red group	<i>Daily 1:1 interventions where a qualified teaching assistant leads short reading or spelling drills, tracking progress to build fluency. Sessions are brief, targeted, and adapted based on each pupil's performance.</i>	

Note: The intervention model is currently under review.

Intervention Timetable:

Currently under review as staffing levels are increasing in T2/3 which will facilitate additional interventions being put in place.

Year	Monday	Tuesday	Wednesday	Thursday	Friday
7					
8					
9					

DRIVE Lever 4: Vocabulary

Research suggests that students need to understand 95% or more of the words on a page to have a strong comprehension of a text. Even students with comprehension as high as 90% can struggle to decipher or ascertain the meaning of the unknown 10% of words on a page. Students from disadvantaged backgrounds are disproportionately impacted by struggles to develop age-related vocabulary acquisition.

The Oasis approach to vocabulary focuses on the development of tier 2 and tier 3 vocabulary across the curriculum. All OCL curriculum areas include well planned tier 2 vocabulary instruction, with a minimum of 4 tier 2 words taught per term in Years 7, 8 and 9.

OCL vocabulary instruction must include:

- a student-friendly definition
- a sentence presenting the word in a student-friendly context that can be understood beyond the confines of the subject
- a multiple-choice question supporting teachers to check for understanding

In addition, it is best practice for lessons to incorporate a further opportunity for students to process and embed their new learning through a turn and talk activity using the Hochman method to apply the sentence correctly in a sentence, using 'but' and 'because' to exemplify understanding of the vocabulary word in context.

Academy literacy leads should work with subject/curriculum leaders to ensure that the teaching of tier 2 vocabulary is embedded across the curriculum in line with these guidelines in order to support student acquisition.

As a growing school, Daventry Road's Subject Leadership team are actively working with the Whole School Literacy Lead this year to undertake a carefully structured vocabulary mapping exercise to ensure that the vocabulary lists being used in each subject area are not only curriculum and context appropriate but also reflective of the ambition of the Daventry Road approach. As these lists are finalised, they will be added to this document.

Below is the agreed Tier 2 vocabulary list.

Tier 2 Vocabulary

KS3 Cross-Curricular Versatile Vocabulary			
Sympathetic, caring	Compassionate	Callous	Unfeeling, heartless
Definite, proven, precise	Concrete	Abstract	Figurative, indefinite
Stubborn, unchangeable	Dogmatic	Malleable	Able to be changed, flexible
Constant, the same	Stable	Volatile	Unpredictable, uncertain
Every so often	Intermittent	Perpetual	Cyclical, repetitive, incessant
Surrender, give up	Concede	Refute	Argue against, counter
Good, pure	Virtuous	Reprehensible	Bad, evil, unforgivable
Expected, logical, usual	Normal	Abnormal	Beyond what is expected
Can be stopped or avoided	Avoidable	Inevitable	Unavoidable, certain
Expand, make bigger	Increase	Decrease	Reduce, make smaller
Make stronger, support	Reinforce	Undermine	Go against, make weaker
Right, good	Moral	Immoral	Wrong, bad
Inside	Interior	Exterior	Outside
Inside	Internal	External	Outside
Less than	Inferior to	Superior to	Better than

Tier 3 Vocabulary

To be added as it is agreed and completed.

DRIVE Lever 5: Enjoyment and exploration through literacy

Enjoyment of literacy is the benefit that comes when children learn to love reading and keep getting better at it. It is a focus on how to promote reading for pleasure in our academies, an increasing concern in a world where social uses of technological innovation often detract from rather than enhancing students' engagement with the written word.

Exploration through literacy is the opportunity to see the world through literature. It is a focus not just on the number of books in our libraries or classrooms, but the variety, how appropriate these choices are, how engaging they are and how much they open the eyes of our students to the world around them.

Broadly speaking, children with higher starting points are more likely to love reading because they can read. The more they read, the more they learn. Children with lower starting points are more likely to dislike or avoid reading because they struggle to access much of what they read. The less they read, the less they learn; so, over the years, the gap gets wider. Reading fluency reduces cognitive load for students and is key to developing confident, independent learners. They can use what they read in order to develop their own thoughts and ideas. Our curriculum aims to enhance literacy by continually developing their reading skills so that all young people become fluent readers. This will also support the development of their written communication and oracy. Students have access to a wide and varied range of fiction and non-fiction texts across all subjects. Whilst some choices of reading materials are defined by departmental or topic focus, students are also encouraged to explore beyond these concepts or to discover new genres based on their interests or ability, including through their independent text selection on Sparx Reader which is used for homework for every student across the academy.

Oasis Academy Daventry Road reading pledge

1. All students will be exposed to texts that touch on social justice themes and real-world issues, giving students the opportunity to discuss and analyse texts e.g. misogyny and racism.
2. All students will read at least three texts per year during WSR.
3. All students will read three Shakespeare plays in their time at Daventry Road.
4. All students will be exposed to a range of books from diverse authors: women, minority backgrounds, non-Eurocentric.
5. All students will have access to books using online platform Sparx Reader.
6. All students will have the opportunity to celebrate literature through events such as World Book day and National Poetry Day.
7. All students will have the opportunity to explore their own style and ideas through a range of writing focused events and competitions including themed WOW Days e.g. Y8 Poetry WOW Day linked to National Poetry Day and competitions such as the 'Winter Writing Competition'.

Oasis Academy Daventry Road Sparx Reader

At Oasis Academy Daventry Road, students are expected to achieve a minimum of 250 SRP a week on Sparx Reader. Competitions are run between class groups in each year group based on which group has earned the most SRP in a term with prizes for the class who have achieved the most such as a class party. Individual student successes are also highlighted through leaderboards which are being added to classrooms to be updated weekly by the class 'Sparx Reader Monitor'. There will also be larger celebrations of individual student successes through celebration assemblies at the end of term with certificates.

English teachers monitor the usage of Sparx Reader as it is homework for English. Teachers then feedback to students as well as prompting them (with the help of the class Sparx Reader Monitor) to ensure their reading is done. There are opportunities both after school and at lunchtime where students are able to come and engage with Sparx Reader in a quiet space in school.

Oasis Academy Daventry Road Celebrating Reading and Writing

At Oasis Academy Daventry Road, we run a range of activities throughout the year linked to key celebrations and events in order to promote both reading and writing for pleasure. These include writing competitions such as the Winter Writing Competition (previously judged by a published author, and we are working to continue to engage with published authors for other events), events for World Book Day (including dressing up, book/literature themed quizzes, The Masked Reader and assemblies), and WOW Days run via the English department which promote engagement with different text types and activities to mark national events such as National Poetry Day.

We are also engaging with the charity Read for Good in order to become involved in their Readathon initiative as well as applying to receive one of their 'Brilliant Boxes of Books'.

Students have been invited to share their views on reading in a reading survey. This included questions about how they value reading, whether they read for pleasure, how much they read, the types of texts they like to read, the genres of texts they read, and what their favourite book is. We want students to feel that their views on reading are valued and that we take these into account when doing things such as selecting books for Whole School Reading.

Oasis Academy Daventry Road recommended reading list:

Year 7		
The foundations of society: making rules, stories and patterns		
Greek Myths + Antigone	Folk Tales and Fairy Tales + Beowulf	A Wrinkle in Time
Rick Riordan, Percy Jackson and the Lightning Thief E. Lockhart, We Were Liars Philip Pullman, Northern Lights Harper Lee, To Kill a Mockingbird	Onjali Q Rauf, The Boy at the Back of the Class R.J.Palacio, Wonder Malorie Blackman, Pig Heart Boy John Green, The Fault in Our Stars	Louis Sachar, Holes Libby Scott and Rebecca Westcott, Can you see me? Mark Haddon, The Curious Incident of the Dog in the Night Time
Year 8		
Questioning the foundations of society: questioning rules, stories and patterns		
Romeo and Juliet	Romantic Poetry	Things Fall Apart
Jessie Burton, Medusa William Golding, Lord of the Flies Malorie Blackman, Noughts and Crosses Tom Becker, Darkside Angie Thomas, The Hate U Give	George Orwell, 1984 Darren Shan, Cirque du Freak Andy Mulligan, Trash Jennifer Killick, Crater Lake Ruta Sepetys, I Must Betray You	Benjamin Zephaniah, Face, George Orwell, Animal Farm Malala Yousafzai, I am Malala Lois Lowry, The Giver
Year 9		
Fighting against the foundations of society: fighting against rules, stories and patterns		
Othello	The Harlem Renaissance	Anita and Me

<p>Tia Fisher, Crossing the Line</p> <p>Catherine Johnson, Sawbones</p> <p>Patrice Lawrence, Needle</p> <p>Mitch Johnson, Kick</p> <p>Anthony McGowan, I am the Minotaur</p>	<p>Joseph Coelho, The Boy Lost in the Maze</p> <p>Alex Wheatle, Cane Warriors</p> <p>Gillian Cross, After Tomorrow</p> <p>Sally Nicholls, Things a Bright Girl Can Do</p>	<p>Robert Neville, I am Legend</p> <p>Elsewhere, Gabrielle Zevin</p> <p>Nikesh Shukla, The Boxer</p> <p>Benjamin Zephaniah, Windrush Child</p>
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