

Literacy Overview

Intent

Literacy at IGHS is driven by disciplinary literacy: providing subject specific, high-quality reading, writing, speaking and listening opportunities in every sequence of learning.

READING:

Reading is a key priority at IGHS. Our aim is to develop an environment rich in reading and language development to promote a lifelong understanding of the importance of reading for knowledge acquisition, academic achievement and well-being. We want each student to reach their potential by reading at, or above, their chronological age.

Robust assessment using CAT and high-quality assessments, enables the timely implementation of reading interventions. For students working below age-related expectations, we use Rapid Plus, to bridge gaps in decoding, language comprehension and/or fluency.

Reading for pleasure is promoted through: book clubs; world book day & book review writing competitions; community links with Blackburn Library ; student voice is engaged to ensure the library is stocked with relevant and engaging texts

Implement

At IGHS, we engage in research-based practice to positively impact upon our students and continually strive for excellence. As such, our literacy approach is informed by the EEF Secondary Literacy Guidance report Improving Literacy in Secondary Schools.

Continued professional development supports teachers in every curriculum area to teach students how to read, write and communicate effectively in their subject specialism.

Implement

- Students will read at or above their chronological age;
- Students will apply and articulate reading and comprehension strategies that allow them to study independently
- Students read widely and often, with fluency and comprehension.
- Students evidence a wide and varied vocabulary, including subject specific terminology, in spoken language and written work; Students can plan, draft and edit extended writing pieces appropriate to purpose and form.
- Students, including those who are disadvantaged and those who have SEND, make strong progress from starting points across the curriculum, because of excellent curriculum implementation;
- Students are confident communicators able to engage in a wide range of social themes, issues and ideas.

Writing

- Lessons include key tier two and three vocabulary.
- Reflection and editing opportunities to improve accuracy
- Writing for pleasure. For example : Young Writers UK, Poetry competitions. Author visits and Workshops

Reading

- Strategic promotion of reading for Pleasure. Tailored intervention.
- Dedicated reading comprehension in English lessons
- CPD to build shared reading and comprehension strategies including metacognitive approaches

Oracy

- Our carefully designed enrichment curriculum, allows individuals to express themselves fluently and coherently. Students also get to voice their opinions through student council.