

Our Vision

At Lawnswood School, we believe that literacy is the key to unlocking success across the curriculum and beyond. Strong reading, writing, speaking and listening skills enable students to access ambitious academic content, develop confidence, communicate effectively and make informed choices about their futures.

Our aim is to ensure that every student leaves Lawnswood as a fluent reader, an effective communicator and a confident learner, regardless of their starting point.

Our strategy is built around our **WORDS** approach and is informed by the Education Endowment Foundation's guidance on disciplinary literacy, vocabulary instruction and reading comprehension.

Our Key Principles

Our literacy strategy is based on five core principles.

Reading is everyone's responsibility.

Every teacher is a teacher of reading and explicitly supports students in accessing increasingly complex texts.

Reading for pleasure matters.

Students who enjoy reading are more likely to become successful readers, so we provide regular opportunities to experience a wide range of high-quality texts.

Vocabulary unlocks learning.

Academic vocabulary is explicitly taught across all subjects using consistent approaches.

Oracy supports thinking.

Students develop confidence through structured discussion and opportunities to speak using the language of each discipline.

Targeted intervention changes outcomes.

Students requiring additional support are identified early and receive evidence-informed interventions.

Reading Across the School

Reading is embedded throughout the curriculum.

Students participate in fortnightly tutor reading sessions, engaging with fiction, non-fiction and current affairs.

Every curriculum area plans opportunities for students to read challenging subject-specific texts.

Departments explicitly teach Tier 2 and Tier 3 vocabulary and revisit key terminology through retrieval activities and "Do Now" tasks.

Teachers support reading through:

- explicit vocabulary instruction
- Frayer models
- exploration of word origins (etymology)
- reciprocal reading strategies
- modelling fluent reading
- structured questioning
- comprehension activities
- subject-specific reading routines

Developing Vocabulary and Communication

Vocabulary development is central to our curriculum.

Across the school:

- ambitious vocabulary is explicitly taught
- students are encouraged to use subject-specific language
- formal spoken language is modelled by staff
- sentence stems support high-quality discussion
- departments develop opportunities for students to "Speak Like a..." expert within their subject.

Reading for Pleasure

We actively promote reading beyond lessons through:

- Year 7 library lessons
- tutor reading programme
- open access to the school library
- Little Free Library
- World Book Week

- Community Read
- author visits
- visiting poets
- theatre performances
- reading and writing clubs
- Non-Fiction November
- National Poetry Day
- student newspaper
- summer reading challenge
- Year 6 transition reading activities

Curriculum Expectations

All departments contribute to literacy through:

- planned reading opportunities
- explicit teaching of disciplinary vocabulary
- structured writing using the TOWER model
- regular opportunities for discussion
- reading homework where appropriate
- literacy-rich classroom environments

In English, students receive regular reading assessments with dedicated improvement tasks.

Assessment

Reading is monitored through the New Group Reading Test (NGRT).

Students complete NGRT assessments twice each year.

Assessment information is used to:

- identify students requiring intervention
- monitor reading progress
- inform classroom practice
- report progress to parents
- evaluate the impact of interventions

Reading progress is reviewed regularly throughout the year.

Intervention

Students requiring additional support receive targeted intervention appropriate to their needs.

These include:

Reciprocal Reading

Students develop:

- prediction
- clarification
- questioning
- summarising
- inference
- vocabulary
- comprehension
- discussion skills

Progress is monitored using NGRT and school assessment data.

Phonics

Selected Year 7 and 8 students access Fresh Start phonics intervention to develop:

- decoding
- fluency
- spelling
- comprehension

Dyslexia Support

Students benefit from multisensory approaches including:

- handwriting
- spelling patterns
- touch typing
- reading fluency
- sentence construction
- adaptive technology
- IDL literacy programme

English as an Additional Language

Students receive personalised support through:

- Individual Language Plans
- vocabulary development
- confidence building
- targeted intervention

Paired Reading

Year 7 students with lower reading ages work weekly alongside trained Sixth Form reading mentors.

Staff Development

Literacy is a whole-school priority.

All staff receive regular professional development focused on:

- disciplinary literacy
- vocabulary instruction
- reading strategies
- adaptive teaching
- using literacy data effectively
- sharing best practice across departments

Measuring Impact

We evaluate our strategy through:

- NGRT progress data
- curriculum assessment outcomes
- intervention evaluations
- lesson visits
- student voice
- library usage
- participation in enrichment activities
- quality assurance processes

Our aim is that every student leaves Lawnswood as a confident reader, thoughtful communicator and independent learner, fully prepared for further study, employment and life beyond school.