



WEAVERS ACADEMY
Creative Education Trust

Literacy at Weavers Academy

**Literacy as a Driver of Inclusion,
Achievement and Opportunity**

Striving for Success, Learning with Pride



Literacy is a pre-requisite to success



Literacy is key to unlocking the curriculum



Literacy is a domain specific skill



All teachers are teachers of literacy



Literacy advantages the disadvantaged

Literacy at Weavers Academy

At Weavers Academy, we recognise that literacy is fundamental to educational success, personal development and future opportunity. Literacy is the responsibility of every teacher, support staff and learning area.

Our ambition is that every student develops the reading, writing, communication and vocabulary knowledge required to fully access the curriculum, participate confidently in school life and achieve highly, regardless of their starting point or background.

Through a culture of high expectations, evidence-informed practice and timely intervention, we will ensure that literacy becomes a vehicle for inclusion, belonging and achievement for all learners.

Our belief:



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Literacy and Inclusion Strategic Aims we will:

- Ensure every student can access an ambitious curriculum through strong literacy provision.
- Identify literacy barriers early and provide effective intervention within and outside of the classroom.
- Reduce literacy gaps for disadvantaged students and those with SEND.
- Develop confident readers who can access increasingly complex texts.
- Improve students' ability to communicate clearly through oracy and writing opportunities within and outside of the classroom
- Foster a culture of reading that supports academic success and personal development.
- Equip all staff with the knowledge and skills required to teach literacy within their subject disciplines.
- Use literacy to support attendance, engagement and participation across the curriculum.

Disciplinary Literacy Teachers will explicitly teach students how literacy operates within their discipline by:

- Pre-teaching subject-specific vocabulary (explicit strategies below)
- Explicit modelling of how to apply
- Structured writing opportunities for independent application of knowledge and skills
- Guided Academic discussion and reasoning

Students will be supported to read, write and communicate as historians, scientists, artists, geographers, mathematicians and citizens.

Reading remains the foundation of academic success across our school and has a focus on:

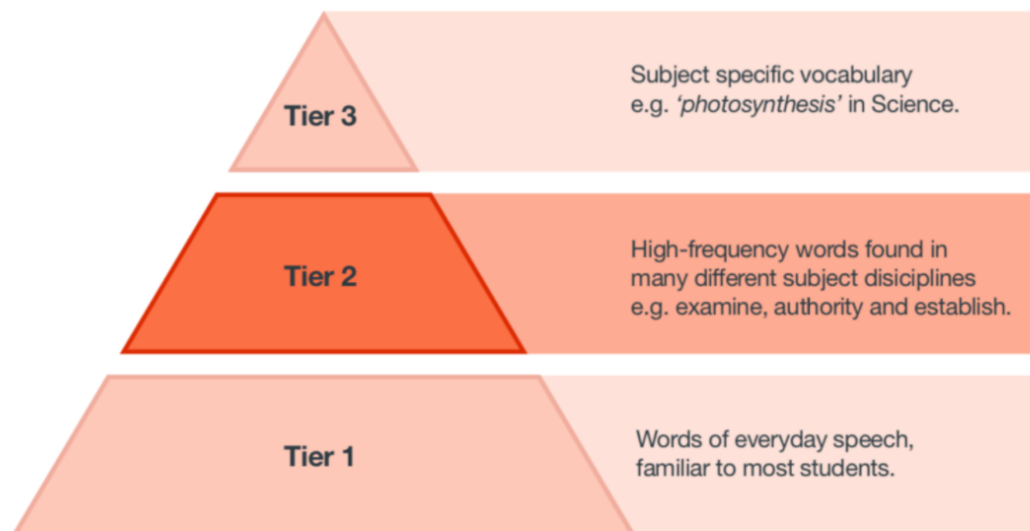
- Reading fluency.
- Vocabulary acquisition.
- Background knowledge development.
- Comprehension.
- Reading stamina.
- Reading confidence.

Before reading	During reading	After reading
▪ Students link the reading of existing knowledge of the topic ▪ Teacher provides the background knowledge which is important to understand the text ▪ Pre-teach vocabulary 	How we read • Teacher reads (preferably under a visualiser, with a ruler) • Students reads sections • Students read in silence Knowing the purpose of reading • Highlight key information that links to task/question • Annotate or summarise paragraphs	• Select the best quotations (linked to task/question) • Summarise the text • Answer comprehension questions 

Vocabulary instruction forms a central part of high-quality teaching. Students will be explicitly taught:

Tier 2 Vocabulary High-frequency academic vocabulary that supports learning across subjects.

Tier 3 Vocabulary Specialist subject vocabulary required for success within each curriculum area.



Teachers will:

- Introduce and revisit key vocabulary.
- Explicitly teach vocabulary using a range of strategies
- Use student-friendly explanations.
- Model accurate academic language.
- Provide opportunities for repeated practice and retrieval.
- Correct mispronunciations and obvious grammar errors

Vocabulary Strategies include:

Choral response



Goal: To build confidence in our students to use specialist language

Sub-goal: Explicit instruction – to check students can say, spell and use the word

✓ **Repeat after me:** Say the word clearly and ask students to repeat it afterwards,

✓ **Break it down,** syllable by syllable if needed, highlighting where each sound comes from,

✓ **Spotlight:** Have individual students repeat it back to you,

✓ **Use it:** Either put the word into context for students or ask the students to do this.



Say it

Spell it

Use it

Chromatography

Chro-ma-tog-ra-phy

Morphology

Chromatography

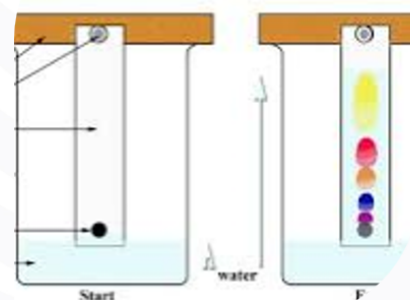
Chromato - colour

Graphy - process of recording or writing

Chromatography is a separation technique used to separate mixtures of soluble substances.

Chromatography can be used to tell me how many colours can be found in pen ink

Simple chromatography



Writing – Independent Practice

At Weavers, we know that independent practice shows that students can apply new learning without teacher support. It strengthens long-term memory because it requires sustained, effortful thinking. It should only be used when students are ready, **based on checks for understanding**.

1. Teachers Plan with the End in Mind by:

- Planning lessons backwards from the final independent writing task and prioritising time for writing
- Ensuring lesson objectives build the knowledge and skills needed for success.
- Making the purpose and outcome of the independent task clear from the outset.

2. Promote Independent Thinking by:

- Using clear *I Do, We Do, You Do* transitions.
- Using different examples for modelling and independent practice.
- Ensuring students generate and develop their own ideas before writing.

4. Securing Knowledge by:

- Embedding regular retrieval practice to secure key knowledge.
- Clearly identifying the core knowledge students need to write successfully.
- Ensuring students can recall and apply essential vocabulary, facts, concepts and subject-specific content.

5. Teach Writing Explicitly by:

- Modelling the thinking process behind successful writing.
- Providing clear structures, exemplars and success criteria.
- Using scaffolds strategically to support success and fading when appropriate

Literacy is marked across the curriculum.

FOUNDATIONAL SKILLS MARKING CODE

SP	Spelling mistake , copy out the correct spelling once, in red
P	Punctuation mistake . You may need to change to a capital letter or add punctuation
PR	Your PRESENTATION needs improving
IP	Independent practice (you need to write this in the margin)
Purple highlighter means...	A purple highlighted section means you need to think hard and develop your answer to improve your work
WWW	What went well
EBI	Even better if
Next Step	This is what you need to do to improve your work

Oracy and Communication

Weavers staff know that high-quality classroom talk is fundamental to learning:

Benefits of Oracy:

- Enhances learning and attainment (say it, write it)
- Develops cognitive skills,
- Builds confidence and engagement,
- Supports disadvantaged students by creating an inclusive classroom where all voices are heard
- Improves employability.

Think–Pair–Share (or Turn and Talk) is a structured talk routine designed to help every student process a question:

- Think: Students silently consider a prompt or question on their own.
- Pair: They turn to a designated partner to compare and refine ideas.
- Share: Selected students share with the whole class or a larger group

Teachers will:

- Explicitly model and teach effective communication within their subjects.
- Provide sentence stems for support
- Provide key vocabulary
- Ensure the activity is a timed task
- Use 'home and away' strategies to ensure all students will participate

Reading for Pleasure Reading for pleasure supports both academic achievement and personal development. Weavers Academy will promote reading through:

- Access to high-quality texts.
- Library provision -open daily during break, lunch times and after school
- Reading recommendations through our chartered librarian and Academic mentors
- Curriculum reading programmes during tutorial and fortnightly library lessons
- Celebration of reading across the school community by displaying student Sparx Reading data in social areas

Our goal is to develop lifelong readers who read with confidence, independence and enjoyment.

NGRT (New Group Reading Test) Assessment and Intervention: At Weavers, NGRT screening tool is used to identify students' reading strengths and barriers to learning. It provides standardised assessment information to enable staff to identify need, prioritise intervention and monitor progress over time. After testing, our literacy team use further diagnostic processes to ensure every student receive the intervention strategy right for them.

Reading Stanines: (1-3 stanines are below average for age, and 9 is high)

A– Phonics gaps - Students need regular synthetic phonics to secure basic decoding skills (likely receiving intervention)

B – Weak word reading and comprehension (likely receiving intervention)

C – Limited by vocabulary, sentence structure, or grammar

D – Limited by comprehension or fluency

How do I support students on pathway A and B?

Read extended passages aloud to aid students' comprehension and keep independent reading to a minimum, suitably chunk texts and use simplified texts (try using Ai to support)

How do I support students on pathway C?

Teach vocabulary explicitly (words that are needed to understand the objective of the lesson)

Model and use sentence stems and model how to use connectives to extend written responses.

How do I support students on pathway D?

Use short comprehension questions to check students' understanding of what they have read.

Chunk texts and ask students to write a six-word summary for each section

Ask students to give each section of text a suitable heading.

Students on E-J

E – At expected level but vocabulary is weak

Students need explicit vocabulary instruction

F – At/above expected level but comprehension is weak

Students need focused comprehension practice

G – Within expected range

Students may still need guided reading to secure fluency and full text access.

H – Strong readers with limited vocabulary range

Students need explicit teaching of higher-level vocabulary and modelling of sentence structure.

I – Strong readers with weaker inference/comprehension

J – Reading at/above expectations