



# **Oasis Academy Leesbrook**

## **Localised Literacy Plan**

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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 statistics<sup>1</sup> suggest that:

- 1 in 8 disadvantaged children in the UK say that they don't have a book of their own
- The longer children maintain an enjoyment of reading, the greater the benefits are in the classroom
- Children born into communities with the most serious literacy challenges have some of the lowest life expectancies in England
- Only half of children in the UK enjoy writing
- Children who enjoy reading and writing are happier in their lives
- 1 in 6 adults in the England (16.4%/7.1 million people) have very poor literacy skills
- Nationally, 25% of 15-year-olds have a reading age of 12.
- **5.1 million** adults don't have the literacy skills expected of an 11-year-old
- In England, just under half (**43.4%**) of the adult population do not have the literacy skills needed to discuss a medical condition with a doctor or health specialist, while two-fifths (**43%**) of working-age adults are unable to understand and make use of commonly used health information materials

**To be literate, by definition, is an ability to read, write and speak fluently and accurately in any situation. We believe academic literacy has the power to provide the skills vital to succeed in a modern and democratic society: every individual needs to be not only a confident literate reader, a critical accurate writer but also an engaging articulate speaker. Increased literacy leads to a longer and happier life. An effective literacy curriculum will achieve this by**

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

providing multiple opportunities to read an extensive breadth of challenging fiction and non-fiction texts for meaning. Each individual will be expected to also read for pleasure to cultivate their emotional intelligence, supporting not only their own personal well-being but also that of those around them. Research clearly indicates that all types of reading enhance their skills and comprehension as well as their cultural capital and understanding of the world. Student vocabulary will be developed with an understanding of the layers of meaning within words to be both understood and applied in their writing. Written ability will be elevated so that every individual can successfully produce text to suit any brief with high levels of grammatical accuracy. Planned and prepared opportunities for talk, using skills of voice, manner, and tone, establishes students as effective speakers. Their abilities to ask and answer questions with maturity and detail also demonstrates their status as attentive listeners. All strands of oracy combine to create critical and thoughtful thinkers, able to participate in debate, discussing and critiquing opinions and ideas. Each strand of literacy will not only be practised and developed within defined literacy lessons but also within all other departments of the curriculum, particularly in English.

### **OAL Literacy Vision**

Closing the literacy deficiency gap to provide our students with the chances and choices afforded to other young people from more affluent communities.

### **OAL Overarching academic aim**

All students to leave with at least a grade 4 in English language or literature.

### **Oldham Contextual Factors**



- Oldham is 34<sup>th</sup> out of 326 areas. and 1 is the lowest area

- Students are exposed to more **A**dverse **C**hild **E**xperiences
- There is huge disparity even for non-disadvantaged students in Oldham
- Children in Oldham are always at a disadvantage in comparison to nationally
- Oldham is in the bottom 10% of worst performing authorities
- Local Authority pass rate 56.5% (Level 9-4 in Maths & English)

### **OAL cohort and data**

Oasis Academy Leesbrook is passionate about inclusion and literacy is at the heart of all that we do – we are all teachers of literacy, and students having expected levels of literacy for their Year group is a prerequisite for accessing the curriculum and achieving success. Our pupils arrive with KS2 attainment significantly below national averages, and our literacy policy is designed to ensure pupils progress rapidly to access the full curriculum.

Our local context is:

- Significantly below national average prior attainment (see table below)
- The school location deprivation indicator was in quintile 5 (most deprived) of all schools
- The pupil base is in quintile 5 (most deprived) of all schools in terms of deprivation

Current year groups	2022		2021	2020	2019		2018	
	National	OAL			National	OAL	National	OAL
2022-23								
Reading at standard	74%	57%			73%	64%	75%	
Maths at standard	71%	49%			79%	73%	75%	
Reading Scaled Score	105	101			104	102	105	

Maths Scaled Score	104	100			105	103	104	
Average Scaled Score	104.5	100.5	89 CATS (below average)	90 CATS (below average)	104.5	102.5	104.5	101.8

The school had its first Year 11 cohort sitting exams in summer 2022 and the results showed that our estimated Progress 8 score was **-0.12** (P8 English = -0.17; P8 Maths = -0.75 *source DFE*), with **43%** of the 84 students achieving 5 GCSEs including English and Maths at grade 4 or higher (**24%** at grade 5 or higher and **7%** at grade 7 or higher). The local authority average for 2022 was 63.8% at grade 4 or higher (44.4% at grade 5 or higher). In particular, results need to improve for males (P8 score was approx. **-0.68** compared to females' P8 score of approx. **+0.44** *source Trust analysis data*), SEND students (P8 score was **-0.57**) and Pupil Premium students (P8 score was **-0.78** compared to **-0.60** for non-PP students (*source Trust analysis data*)).

Furthermore, 53% of our disadvantaged students are also EAL and 24% also have SEND. 82% were admitted to school at the standard time of admission. Many of our disadvantaged students arrive below age-related expectations of reading-ability (51% of our disadvantaged students arrive below the national average compared to 44% of our non-disadvantaged students).

**In 2023, our results at Leesbrook improved significantly compared to our first GCSE cohort of 2022:**

## KS4 English and Maths GCSE results

### 2023 results

	All	Disadvantaged	Non-disadvantaged	Boys	Girls	SEN	Non-SEN
<b>% achieving at grade 4+</b>							
English and maths	55%	52%	58%	57%	53%	27%	57%
English	75%	71%	79%	69%	80%	55%	77%
Maths	59%	56%	62%	65%	54%	27%	62%
<b>% achieving at grade 5+</b>							
English and maths	31%	29%	34%	31%	32%	18%	32%
English	58%	53%	63%	49%	67%	45%	59%
Maths	37%	34%	39%	41%	33%	27%	38%

### Attainment/Progress 8 Summary

Measure	Total
Average Total Attainment 8	31.27 ↓
Average Attainment 8 Grade	3.13 ↓
Average KS2 Prior Attainment	4.13 ↓
Average Estimated A8	34.26 ↓
Average Total Progress 8	0.40 ↑
P8 Upper Confidence Interval	1.12
P8 Lower Confidence Interval	-0.33
Pupils Included (Progress 8 Coverage)	12
Pupils with Adjusted Progress 8 Scores	0
Average Total Progress 8 (Unadjusted) ?	0.40 ↑

Dataset	Cohort	Avg KS2	9-5 E/M %	9-4 E/M %	EBacc Strong %	EBacc Standard %	A8	Eng A8	Mat A8	Eng P8	Mat P8	EBacc P8	Open P8	Total P8
Exams 2023	145	4.57	↑31.70%	↑55.90%	↓13.80%	↓26.20%	↑40.7	↑9.3	↑7.64	↑0.33	↑0.03	↑0.24	↓-0.15	↑0.1
Exams 2022	85	4.74	↓23.50%	↓42.40%	↑16.50%	↑27.10%	↓40.5	↓8.31	↓6.28	↓-0.38	↓-0.83	↓0.09	↑-0.05	↓-0.12
Local Context			11th	13th			12th							3rd
Trust Context			7th	5th										
Nat. Average			49%	68%	20.00%	26.00%	48.0	10.2	9.4	0	0	0	0	0

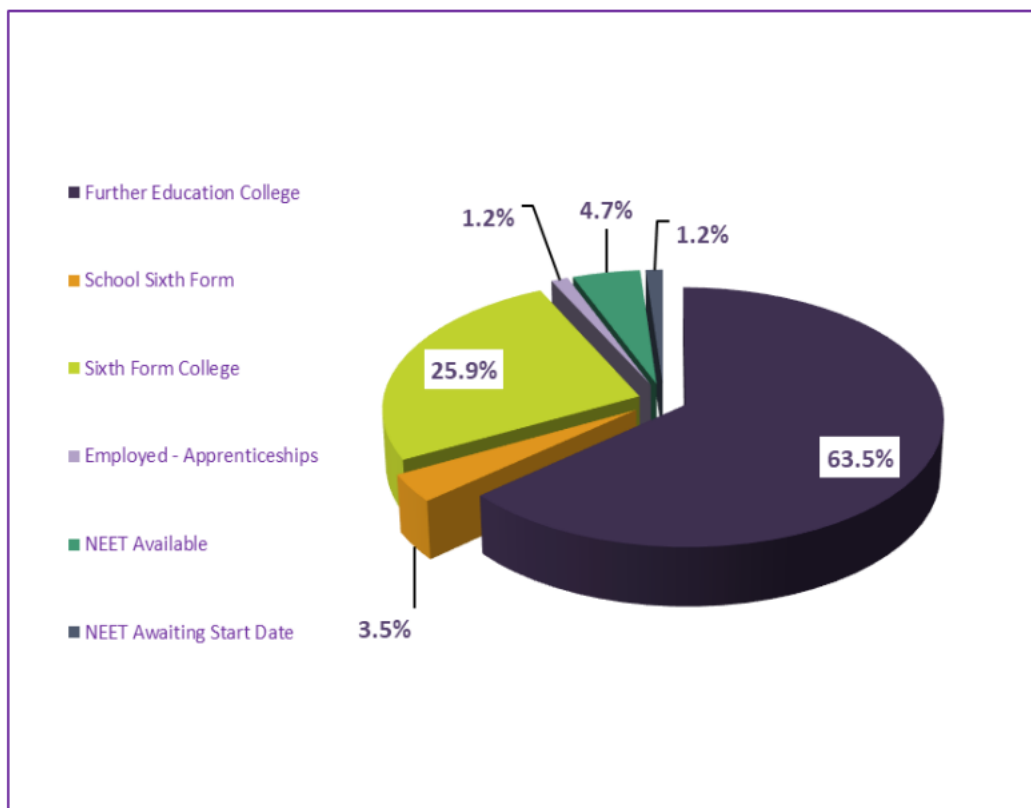
We have many feeder schools:

<b>Schools</b>	<b>Number of pupils</b>
Oasis Academy Clarksfield	43
Alexandra Park Junior School	47
Greenhill Academy	29
Northmoor Academy	4
Roundthorn Primary Academy	19
Werneth Primary School	2
Alt Academy	25
Coppice Primary Academy	2
Holy Cross CofE Primary School	3
St Thomas C.E. (Werneth) Primary School	7
Greenacres Primary Academy	11
Richmond Academy	2
St Hilda's CofE Primary School	2
St Hugh's CofE Primary School	15
Horton Mill Community Primary School	14
Knowsley Junior School	9
St Thomas' Leesfield CofE Primary School	6
Beever Primary School	3
Hey-With-Zion Primary School	4
St Agnes CofE Primary School	3
St Anne's RC Primary School	3
St Patrick's RC Primary and Nursery School	2
Christ Church C of E (Chadderton) Primary School	1
Freehold Community Academy	1
Holden Clough Community Primary School	1
Holy Cross CofE Primary School	3
Littlemoor Primary School	4
Mayfield Primary School	1
Mills Hill Primary School	1



St Theresa's	2
St Luke's CE Primary School	1
Yew Tree Community School	1
St James CofE Primary School, Ashtion	1
St Thomas' Moorside CofE (VA) Primary School	1

The vast majority of our students go into full-time education once they finish their GCSEs at Leesbrook:



SEND statistics: there are currently 195 SEND students out of our whole-school cohort of 1127 so 17.3% but once SEND testing has taken place in the autumn term, this number is likely to go up.

Y7 = 59 SEND students out of 276 so 21.4%

Y8 = 59 SEND students out of 279 so 21.1%

Y9 = 35 SEND students out of 268 so 13.1%

Y10 = 30 SEND students out of 155 so 19.4%

Y11 = 12 SEND students out of 149 so 8.1%

EAL statistics: our most commonly spoken languages are Urdu, Spanish, Italian and Romanian. The number of EAL students 491 out of our whole-school cohort of 1127 so 43.6%

Y7 = 126 EAL students out of 276 so 45.7%

Y8 = 116 EAL students out of 279 so 41.6%

Y9 = 87 EAL students out of 268 so 32.46%

Y10 = 112 EAL students out of 155 so 72.3%

Y11 = 50 EAL students out of 149 so 33.6%

### **Reading Age Data**

NGRT testing in September 2023 highlighted the following:

(\*Note that 816 students were tested in Years 7-10) Total cohort: 1127.

#### **Year 7**

**Cohort total: 276**

<b>Cohort</b>	<b>Number</b>	<b>Percentage</b>
Disadvantaged	129	50%
EAL	126	45.7%
SEND	59	21.4%
LPA	85	32.9%
HPA	23	8.9%

<b>Cohort details</b>	<b>Number</b>	<b>Percentage of whole cohort</b>
SAS 100+	130	55%
SAS Below 100	103	44%
Reading age 9-12	121	52%
Reading age below 9	49	21%
Reading age 17+	5	2%

#### **Year 8**

**Cohort total: 279**

<b>Cohort details</b>	<b>Number</b>	<b>Percentage of whole cohort</b>
SAS 100+	118	46%

SAS Below 100	67	26%
Reading age 9-12	124	48%
Reading age below 9	52	20%
Reading age 17+	6	2%

Cohort	Number	Percentage
Disadvantaged	135	49%
EAL	116	41.6%
SEND	59	21.1%
LPA	88	32.1%
HPA	21	7.7%

### Year 9

**Cohort total: 268**

Cohort details	Number	Percentage of whole cohort
SAS 100+	109	43%
SAS Below 100	144	56%
Reading age 9-12	64	25%
Reading age below 9	52	20%
Reading age 17+	27	10%

Cohort	Number	Percentage
Disadvantaged	126	45%
EAL	87	32.46%
SEND	35	13.1%
LPA	101	36.2%
HPA	24	8.6%

### Year 10

**Cohort total: 155**

Cohort details	Number	Percentage of whole cohort
SAS 100+	65	45%
SAS Below 100	80	55%
Reading age 9-12	43	29%
Reading age below 9	34	23%
Reading age 17+	26	18%

Cohort	Number	Percentage
Disadvantaged	72	46%

EAL	112	72.3%
SEND	30	19.4%
LPA	59	37.6%
HPA	20	12.7%

## OCL DRIVE up Literacy standards

Disciplinary Literacy	Reading Fluency	Intervention	Vocabulary	Enjoyment and exploration through literacy
<ul style="list-style-type: none"> <li>The Oasis approach to developing reading, writing and oracy across all subject areas.</li> <li>All Oasis teachers are teachers of literacy and recognise that literacy is key to learning across all subjects.</li> <li>All teachers are supported to understand how to teach students to read, write and communicate effectively in their subjects.</li> <li>Teachers use a variety of approaches to teach the features, aims and conventions of good writing in each subject.</li> <li>Subject and academy leaders ensure that training related to literacy prioritises subject specificity across all aspects of the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>The Oasis approach to developing students' ability to read complex academic texts with fluency.</li> <li>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.</li> <li>A strong focus is placed on reading aloud (by both teachers and students), discussion and engaging with both fiction and non-fiction texts.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>The Oasis approach to high quality interventions to close the gaps for struggling readers.</li> <li>Data-informed interventions are selected through nationally-approved intervention models.</li> <li>A tiered model of support will increase in intensity in line with need, including the development of phonics, decoding and comprehension.</li> <li>Assessment will be used to match students to appropriate interventions and monitor progress.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>The Oasis approach to providing targeted vocabulary instruction in every subject.</li> <li>Teachers in every subject provide explicit vocabulary instruction to help students access and use academic language.</li> <li>Effective approaches, including those related to etymology and morphology, will help students remember new words and make connections between words.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>The Oasis approach to developing a strong culture and ethos with regards to reading for pleasure and enrichment.</li> <li>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.</li> <li>The Reading Pledge each Academy makes guarantees the types of literature all students will be exposed to during their time in education.</li> <li>Opportunities to encourage engagement and enjoyment in reading are embedded in school culture to promote reading for pleasure to every child.</li> </ul>

### DRIVE Lever 1: Disciplinary Literacy

#### Reading

Students have access to a wide and varied range of fiction and non-fiction texts. Whilst some choices of reading materials are defined by departmental or topic focus, students also have freedom and scope to explore beyond these concepts or to discover new themes based on their interests or ability. Curriculum time and extra-curricular opportunities are spent both practising reading silently and aloud, discussing content or reading and links to the world outside of the academy or local context. 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.

#### Strategies:

- curriculum planned to incorporate fiction and non-fiction

- suggested reading list from all subject areas
- teachers make use of NGRT, SATs and data available on Bromcom to support their planning
- teachers pre-read materials before delivery, making annotations to show best practice and ensuring key word definitions are precise as per the dictionary definition
- reading for pleasure is promoted throughout the academy and students have access to the E-Library Platform and physical Library space available via Access IT.
- extra-curricular reading clubs available to all staff and students
- the library provides a range of easily accessible stock including subject specific reading materials relating to all curriculum areas. Texts are updated regularly, and students are consulted on the purchasing of new reading material via the student librarians and suggestion box
- ‘control the game’ strategy used within lessons and Family Time, so that all students practise reading aloud
- reading and discussion during ‘character reading’ in Family Time help to build students’ cultural capital and develop character
- Family Time class readers differentiated for ability
- literacy lessons planned on the weekly timetable for KS3 students based on current events
- key words are displayed at the start of every lesson and are referred to frequently to encourage correct pronunciation and usage within a sentence
- opportunity for reading to be mapped across the curriculum areas

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.

At Leesbrook, whole-school Literacy CPD is delivered by the Whole School Literacy Leader every half-term and each week staff are given a weekly literacy target – this, combined with frequent learning walks that provide feedback using StepLab, a weekly literacy bulletin, and ‘staff of the week’ nominations to recognise good practice, helps to give Literacy an important profile at Leesbrook.

Students at Leesbrook are exposed to a wide variety of texts and all staff are trained in how to teach reading strategies effectively, for example by using control the game, differentiated questioning and the explicit teaching of tier 2 and 3 vocabulary. Reading is a key component of most lessons, in-line with our ethos that ‘every teacher is a teacher of literacy’. Examples of texts include articles, speeches, essays, reviews and historical sources. Twice per week at Key Stage 3, students have a 30 minute period 6 Literacy lesson based on recent news articles: the lessons aim to improve students’ vocabulary and discussion skills, in addition to their reading skills.

## Writing

Students have regular feedback on the accuracy of their extended writing and opportunities to correct their work. Explicit teaching of grammar constructions – including types of punctuation, sentence structures and spelling rules – enables students to write in a formal and academic manner. A routine of proof-reading and correction is embedded across all curriculum areas for extended writing. Students are encouraged to edit and draft their work during any independent task. Staff teach students that writing is a process often taking more than one draft to be complete; encouraging students to become accurate and skilful writers who have resilience to enable them to construct accurate pieces of writing.

Students at OAL are exposed to numerous genres of writing, to analyse for construction, evaluate for meaning and recreate for a purpose. The stylistic features

of each written form are explicitly taught across the OAL curriculum, with nuances between subjects expressly examined. Staff teach students that their written style, tone, and format must be adapted to fit the brief and purpose; staff strive to build confident writers who have developed their own style and voice in written communications.

### **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
- 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
- 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
- scaffolding is used to support writing as appropriate
- teachers make pupil responses widely available and celebrate success in written work
- teachers model their own writing and drafting process through the use of visualisers or live modelling on the board
- literacy marking is policy across the school
- teaching of grammar constructions is provided to all students
- MAD time is planned into the curriculum teachers encourage students 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
- curriculum planned to incorporate a range of genres of writing
- extra-curricular writing activities available to all students
- oracy strategy (Turn & Talk) is used to improve quality of writing across all subjects

## **The Hochman Method**

### **PURPOSE:**

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. We know that writing must be explicitly taught if students are to become proficient in written, academic communication. At Leesbrook, students are provided with models and writing frames, including sentence starters and key words/phrases that support students to improve their writing skills. We use the Hochman Method to extend student answers, both in writing and orally. Research shows that students must begin by learning what a sentence is and how different sentences are constructed before they can understand how to specifically vary and consciously construct their own writing in the most successful way.

### **Oracy**

All teachers have a responsibility to help students become confident, skilled speakers and listeners.

This year, one of our target's at Leesbrook is oracy and therefore this is a focus of much of our CPD. In every lesson, students have regular structured opportunities to practice high-quality subject-specific talk ('turn&talk'), to adapt their speech to suit different contexts and audiences, rehearse key vocabulary and aid metacognitive reflection. This is quality assessed through lesson planning and learning walks. We use the Hochman Method to extend student answers, both in writing and orally.

Teachers give students regular opportunities to present, debate and argue on a variety of topics and perspectives. In all curriculum areas, oracy skills are used as a tool of pedagogy where personal opinions are formed on the concepts explored then compared to those of others. Teachers focus on appropriate methods of communication which are explicitly discussed routinely. Students learn to speak appropriately in any context and on any topic using all our skills to successfully convey



ideas; staff encourage students to become confident and expressive speakers who become adept at communicating in a range of settings on a variety of topics.

Teachers facilitate students with regular opportunities to demonstrate their listening skills through 'active listening' body language. In any curriculum discussion, teachers will expect students to respond appropriately to what the speaker has said. Students will understand the importance of turn-taking within any forum of conversation. Staff will equip students with the skills to consolidate and respond to ideas, incorporating their own viewpoint and perspective on a range of topics. Students will learn to listen to one another and articulate their own opinions precisely and appropriately; teachers will support students in becoming proficient listeners who acknowledge the power of the individuals' opinion and respond accordingly.

### **Strategies:**

- 'Turn and Talk' strategy used within lessons and pastoral time
- active listening is explicitly taught across the curriculum and recognised as an important lifelong skill
- classroom questioning is rehearsed and takes into account the ability of all pupils in the class
- cold-calling is utilised alongside thinking time to enable all students to participate in class discussion and questioning
- curriculum planned to incorporate opportunities for 'Turn and Talk' to check for understanding before written tasks are implemented.
- expectations around academic or polite and formal language are explicit across the school
- extra-curricular activities available to all students

### **Turn and Talk:**

Talk makes up such an important part of classroom learning. Championing the spoken word can have a huge impact on learning and can help students to comprehend and voice ideas around complex (and simple) topics, furthering their chances of progressing their understanding.

Teaching students to develop effective habits of discussion can have a real impact on the clarity and quality of work produced, leading to higher quality written work. Talking and listening to others talk supports students with metacognition, allowing them to hear how others process and communicate their ideas thus aiding them to extrapolate and apply these patterns within their own thinking.

### **Purpose:**

‘Turn and Talk’ offers a low stake, risk free opportunity for students to rehearse the ideas that they want to write down. By saying what they think and then listening to the way that others answer the same question, students are exposed to multiple approaches to the same task therefore, they are able to recognise what is successful and what could be used as a means to improve their own work before they write their final responses.

### **Structure and Pedagogy:**

Purposeful → leads to final task

Structured → using sentence prompts

Directed → habits clearly outlined

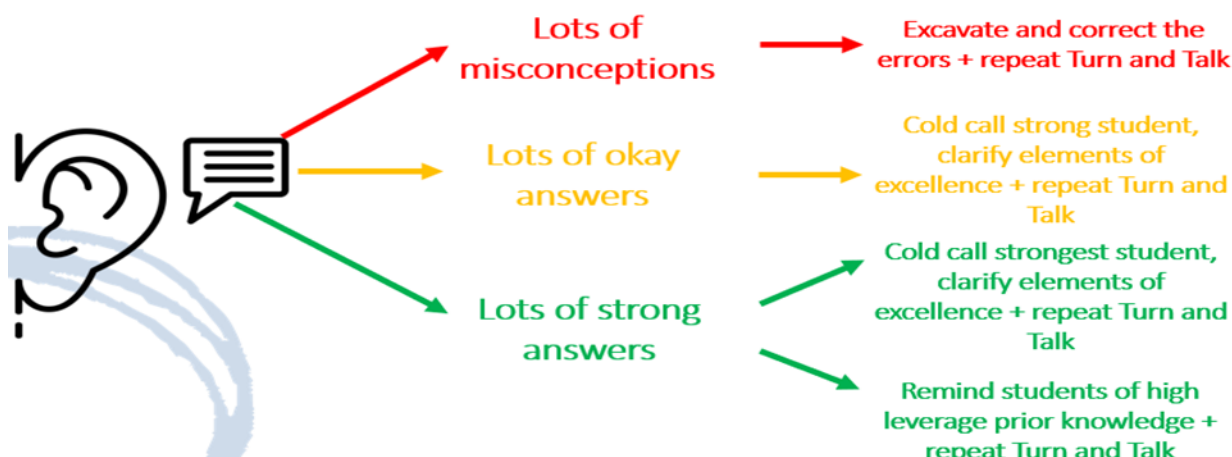
Short → stop them at the crest

### **Application:**

**Collecting Live Data** → circulating without speaking and listening to answers

**Assessing Live Data** → as you walk, listening carefully and categorising what you hear

**Responding to Live Data** → targeting questions to draw out strengths and misconceptions, repeating turn and talk when necessary



### Academy Disciplinary Literacy Audit

Curriculum Leaders are supported in how to teach reading, writing and oracy effectively through an end of year one-to-one meeting with the Whole School Literacy Leader to evaluate departmental needs and discuss targets for the upcoming review. These targets are addressed through the sharing of useful resources, targeted whole school and/or departmental CPD and learning walks that provide supportive feedback. Targets are reviewed each term so that needs can be re-evaluated and addressed. In addition, useful pedagogical books specifically linked to different subjects are shared with Curriculum Leaders to discuss in CPD, for example Kathrine Mortimore, 'Disciplinary Literacy and Explicit Vocabulary Instruction' (2020).

Subject or faculty	Identified priority area/s	Action	Resources needed
Drama	Identifying bias and source origins; making clear connections between sources / information.	Include articles and/or reviews in lessons to investigate bias.	Example texts.
English	Identifying bias and source origins; making clear connections	Include articles and/or reviews in lessons to investigate bias.	Example texts.

	between sources / information.		
Maths	Understanding the author's intention.	Include extracts of articles in lessons to summarise and discuss the author's intention.	Example texts and questions.
Science	Identifying bias and source origins; understanding the author's intention.	Include extracts of articles in lessons to summarise and discuss the author's intention.	Example texts and questions.
MFL	Identifying bias and source origins; understanding the author's intention.	Include extracts of articles in lessons to summarise and discuss the author's intention.	Example texts and questions.
Computing	Understanding the author's intention as a spingboard for discussion so there are more opportunities for oracy.	Include extracts of articles in lessons to summarise and discuss the author's intention.	Example texts and questions.
History	Skimming and scanning.	Include PPT slides that remind students of these skills before a practice task.	An example PPT slide and text with a skimming and scanning task.
Geography	Identifying bias and source origins; understanding the author's intention.	Include articles and/or reviews in lessons to investigate bias.	Example texts and questions.
R.E	Identifying bias and source origins;	Include articles and/or reviews in lessons to investigate bias.	Example texts and questions.

	understanding the author's intention.		
Art and Technology (Resistant Materials, Textiles, Graphics and Food Technology)	Identifying bias and source origins; understanding the author's intention.	Include articles and/or reviews in lessons to investigate bias.	Example texts and questions.
Music	Identifying bias and source origins; understanding the author's intention; skimming and scanning.	Include articles and/or reviews in lessons to investigate bias; include PPT slides that remind students of skimming and scanning skills before a practice task.	Example texts and questions; an example PPT slide and text with a skimming and scanning task.
P.E	Identifying bias and source origins; understanding the author's intention; making clear connections between sources / information.	Include articles and/or reviews in lessons to investigate bias.	Include articles and/or reviews in lessons to investigate bias.

## DRIVE Level 2: Reading Fluency

### Measuring Progress

We use NGRT<sup>2</sup> baseline assessments to measure the progress our young people make in their reading and comprehension. We also use mid-year and end of year summative assessments to measure the progress students who have accessed intervention have made. We then use these findings to evaluate the effectiveness of our whole academy literacy strategy. We measure this progress against several key reading age milestones: below 07:00 (where students have yet to master phonics<sup>3</sup>), 09:06 (functional literacy<sup>4</sup>), 12:06 (typical reading age required to access GCSE papers<sup>5</sup>) and 17:00+ (the highest reading age measurable on the NGRT assessment).

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?
Reading age assessment processes <i>e.g. NGRT</i>	All Year 7-10 students are tested at in HT1 and HT6. A selection of students receiving literacy intervention are re-tested in HT3 to monitor the effectiveness of interventions.	DMO, CMA	Testing takes place during English lessons in the library. Reading ages are on Bromcom and seating plans for staff to use as part of their planning.
Whole school reading approach <i>e.g. Control the game</i>	Control the game, differentiated questioning and the explicit teaching of vocabulary.	DMO	Monthly Literacy CPD focusing on different elements of literacy throughout the year. Frequent learning walks and feedback via StepLab.
Whole school literacy strategies used (not	Tier 2 vocabulary and versatile vocabulary.		Monthly Literacy CPD focusing on different

<sup>2</sup> [New Group Reading Test - GL Assessment \(gl-assessment.co.uk\)](https://www.gla-assessment.co.uk/)

<sup>3</sup> [Letters and Sounds - DFES-00281-2007.pdf \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/2007/letters_and_sounds.pdf)

<sup>4</sup> [What do adult literacy levels mean? | National Literacy Trust](https://www.national-literacy-trust.org.uk/what-do-adult-literacy-levels-mean/)

<sup>5</sup> [Notes and guidance: making questions clear \(aqa.org.uk\)](https://www.aqa.org.uk/notes-and-guidance/making-questions-clear)

including intervention) <i>e.g DEAR time, versatile vocabulary</i>			elements of literacy throughout the year. Frequent learning walks and feedback via StepLab
Planned CPD <i>e.g. collective completion of the genre mapping activity, Control the Game training, phonics training</i>	Monthly whole-school Literacy CPD.	DMO	Phonics training for 8 staff delivering Phonics; training on 'turn and talk', questioning strategies, control the game and the explicit teaching of vocabulary (for example, MCQ).

### DRIVE Lever 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:

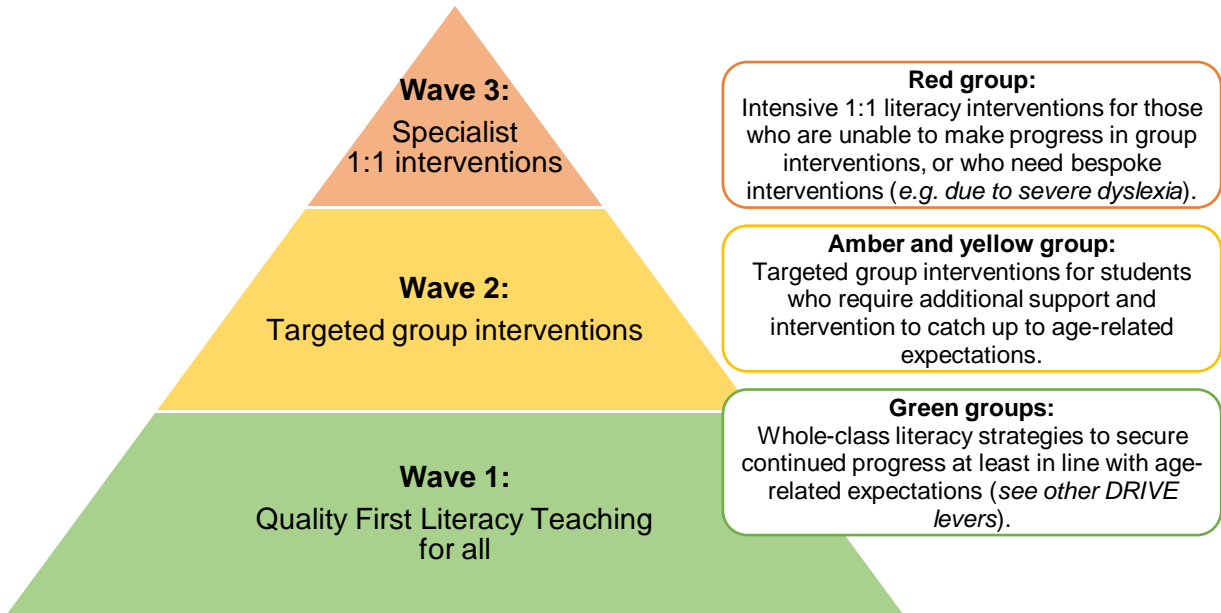
- **Wave 1** is the universal, whole-school approach, that will meet need the needs of the majority of students.
- **Wave 2** provides targeted intervention for students working below age-related expectations, who need additional, structured group interventions to catch up with their peers.
- **Wave 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 being 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	<b>Stanine 5-6 or SAS of 100-109</b> – reading at expected levels
2	Yellow	<b>Stanine 3-4 or SAS of 90-99</b> – reading approx. 1-2 years below
	Amber	<b>Stanine 2-3 or SAS of 80-89</b> – reading approx. 3-4 years below
3	Red	<b>Stanine 1 or SAS of 69-79</b> – 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 Leesbrook 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.

**Leesbrook intervention flowchart**

All students in Years 7-10 are tested at the start of the academic year and again at the end of the year using NGRT. Students receiving intervention are tested again halfway through the year to evaluate impact.



Students with a reading age below 9 are tested for Ruth Miskin Fresh Start Phonics. Students receiving Fresh Start are retested every half-term and groupings are reorganised based on needs. Fresh Start students complete one hour of Lexia for homework each week. Students who complete Fresh Start will have timetabled Lexia intervention.



Students with a low reading age who do not require Fresh Start Phonics have timetabled Lexia intervention and complete one hour of Lexia for homework each week. Students will complete Lexia once they finish the Key Stage 3 levels for word study, grammar and comprehension.

Wave	Intervention	Entry Criteria	Description	Baseline assessment and success criteria for completion at Wave 2 and 3
Wave 1	Disciplinary literacy <i>(all academies)</i>	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
	Reading for pleasure curriculum	All students or green groups	'Character curriculum' lessons delivered twice per week (2 x 30 minute sessions) by Family Leaders to promote reading fluency through guided reading of age-appropriate, engaging texts.	

	KS3 Literacy lessons	All students in Years 7-9	Students read and discuss two current news articles weekly in 2 x 30 minute lessons during P6, in addition to learning vocabulary from the articles and improving their oracy skills.	
Wave 2	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 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. This intervention is currently targeting over 80 students.	Baseline: NGRT and FS diagnostic SC: Successful completion of FS diagnostic – exit passage
	EAL interventions	Amber group	Small-group EAL interventions targeted at students who need additional support in English speaking, reading, writing and listening skills.	EAL baseline assessment. SC: graduation through the EAL levels to 'fluent'.

	<i>Lexia</i>	<i>Amber group</i>	Small-group interventions (2 per week for KS3 so 2 x 60 minute sessions; 3 per week for Year 10 so 3 x 30 minute sessions) 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 intervention. This intervention is currently targeting over 260 students.	Baseline: NGRT and auto-placement tool on Lexia SC: Successful completion of Lexia 'advanced' level.
Wave 3	<i>Specialist interventions for SEND students</i>	Red group	Lego therapy, ELSA interventions and SALT interventions.	Baseline: NGRT and FS diagnostic SC: Successful completion of FS diagnostic – speed sounds (& passage 1)

### 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.

At Leesbrook, staff are trained in how to teach vocabulary explicitly though whole-school CPD: we use the MCQ method and revisit key vocabulary throughout the unit and the year to encourage students to retain the information and understand the word in a more detailed way. Frequent learning walks by the Whole School Literacy Leader, Curriculum Leaders and SLT provide feedback on this aspect of Literacy via StepLab.

### **Tier 2 Vocabulary**

Students have explicit and robust teaching of the most versatile and high-leverage vocabulary in all curriculum areas with application to core concepts of knowledge. Repetition of this vocabulary requires students to recall and re-use prior knowledge to create links with new information. Staff support students to learn and to use academic

and complex vocabulary and apply it appropriately in their academic expression; staff encourage students to become eloquent individuals who are able to decode a variety of formal texts and utilise extensive vocabulary in their writing.

### **Direct Vocabulary Instruction**

#### **PURPOSE:**

Research highlights that one of the most significant contributors to the progress gap between students is the vocabulary deficit created in students before they even start their formal education. The English department is committed to closing the vocabulary gap and does this by ensuring that DVI is a significant part of every unit taught.

#### **STRUCTURE & PEDAGOGY:**

- To introduce words over time systematically
- To provide examples and non-examples
- To include definitions that are precise and student-friendly (<https://www.collinsdictionary.com/> - 'Cobuild')
- To provide opportunities for students to practise
- To provide opportunities for student to explore word meanings

#### **APPLICATION:**

Students are provided with a Versatile Vocabulary list as a minimum expectation of words that must be taught and learned. This list is supplemented with additional vocabulary that is pertinent to the content of the lesson itself. When a new word is introduced, a Collins Cobuild dictionary definition is provided to ensure that definitions are consistent across classes and that there is no ambiguity.

#### **New words are presented in a consistent format:**

Shrewd (adjective)	Someone shrewd is clever; they can understand things quickly and easily	It was a <b>shrewd</b> decision because it helped him in the long-term
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After a new word is introduced, students are given multiple and varied opportunities to utilise it so that it becomes embedded.

## Meena was shrewd when... but... because...

Tier 2

- opinion, she realised they were hiding something from her
2. She was fooled by all of them; she didn't realise they were hiding something
  3. She quickly realised that they had been hiding something from her

Vocabulary

Cross-Curricular Versatile Vocabulary Y7			
Exploring patterns and making connections within and between subjects			
Something <i>concrete</i> is definite, solid and real.	<b>concrete</b>	<b>abstract</b>	Something <i>abstract</i> is not physical; based on ideas.
If something increases or you increase it, it becomes greater in number, level, or amount.	<b>increase</b>	<b>decrease</b>	When something decreases or when you decrease it, it becomes less in <u>quantity</u> , <u>size</u> , or <u>intensity</u> .
Contemporary things are modern and relate to the present time. Contemporary people or things were <u>alive</u> or <u>happened</u> at the same time as something else you are <u>talking</u> about.	<b>contemporary</b>	<b>traditional</b>	Traditional <u>customs</u> , <u>beliefs</u> , or <u>methods</u> are ones that have <u>existed</u> for a long time without changing.
If something confirms what you <u>believe</u> , <u>suspect</u> , or <u>fear</u> , it <u>shows</u> that it is <u>definitely</u> true.	<b>confirm</b>	<b>refute</b>	If you refute an <u>argument</u> , <u>accusation</u> , or theory, you prove that it is <u>wrong</u> or <u>untrue</u> .
If you <u>describe</u> an activity as frenetic, you mean that it is <u>fast</u> and <u>energetic</u> , but <u>rather</u> <u>uncontrolled</u> .	<b>frenetic</b>	<b>tranquil</b>	Something that is tranquil is calm and peaceful.
Something <i>intermittent</i> happens every so often.	<b>intermittent</b>	<b>perpetual</b>	Something <i>perpetual</i> never ends or changes.
If something catalyses a thing or a <u>situation</u> , it makes it <u>active</u> .	<b>catalyse</b>	<b>impede</b>	If you impede someone or something, you make their movement, development, or progress <u>difficult</u> .
An abundance of something is a large quantity of it.	<b>abundance</b>	<b>lack</b>	If there is a lack of something, there is not enough of it or it does not <u>exist</u> at all.
Something that is detrimental to something else has a harmful or <u>damaging</u> effect on it.	<b>detrimental</b>	<b>beneficial</b>	Something that is beneficial <u>helps</u> or <u>improves</u> a person or situation.
Something that is innocuous is not at all harmful or <u>offensive</u> .	<b>innocuous</b>	<b>toxic</b>	A toxic substance is poisonous.
If you <u>describe</u> someone as fickle, you <u>disapprove</u> of them because they <u>keep</u> changing their <u>mind</u> about what they like or <u>want</u> .	<b>fickle</b>	<b>steadfast</b>	If someone is steadfast in something that they are doing, they are <u>convinced</u> that what they are doing is right and they <u>refuse</u> to change it or to give up.
If you malign someone, you <u>say unpleasant</u> and <u>untrue</u> things about them.	<b>malign</b>	<b>venerate</b>	If you venerate someone or something, you value them or <u>feel great</u> respect for them.
Something <i>permanent</i> lasts forever.	<b>permanent</b>	<b>ephemeral</b>	Something <i>ephemeral</i> lasts for a short time; it is temporary.
If someone or something <i>reinforces</i> a feeling or situation, it makes it stronger.	<b>reinforce</b>	<b>transgress</b>	If someone <i>transgresses</i> , they break or go against a moral law or a rule of behaviour.
A <i>moral</i> person behaves in a way that is believed by most people to be good and right.	<b>moral</b>	<b>immoral</b>	If you describe someone or their behaviour as <i>immoral</i> , their behaviour is wrong.

If two lines, two objects, or two lines of movement are parallel, they are the same distance apart along their <u>whole</u> length.	<b>parallel</b>	<b>perpendicular</b>	A perpendicular line or surface points straight up, rather than being sloping or horizontal.
If you describe someone as <i>credulous</i> , they believe what people tell them and are gullible.	<b>credulous</b>	<b>duplicitous</b>	Someone who is <i>duplicitous</i> lies and is two-faced.
The <i>interior</i> of something or someone is its inside.	<b>interior</b>	<b>exterior</b>	The <i>exterior</i> of someone or something is its outside.
Someone <i>innocent</i> has no knowledge of the more unpleasant aspects of life.	<b>innocent</b>	<b>corrupt</b>	Someone who is <i>corrupt</i> behaves in a way that is wrong, often in return for power.
Something that is <i>inferior</i> is not as good as something else.	<b>inferior to</b>	<b>superior to</b>	Something that is <i>superior</i> is better or more important than something else..
To oppress people means to treat them cruelly, or to prevent them from having the same <u>opportunities</u> , <u>freedom</u> , and <u>benefits</u> as others.	<b>oppress</b>	<b>liberate</b>	To liberate someone from something means to <u>help</u> them <u>escape</u> from it or <u>overcome</u> it, and <u>lead a better way of life</u> .
If you <u>say</u> that someone trivialises something important, you <u>disapprove</u> of them because they make it seem less important, <u>serious</u> , and <u>complex</u> than it is.	<b>trivialise</b>	<b>exaggerate</b>	If you exaggerate, you <u>indicate</u> that something is, for <u>example</u> , <u>worse</u> or more important than it <u>really</u> is.
A taciturn person does not <u>say</u> very much and can <u>seem unfriendly</u> .	<b>taciturn</b>	<b>verbose</b>	If you <u>describe</u> a person or a piece of writing as verbose, you are <u>critical</u> of them because they use more words than are <u>necessary</u> , and so make you <u>feel bored</u> or <u>annoyed</u> .
Compassion is a feeling of pity, <u>sympathy</u> , and <u>understanding</u> for someone who is suffering.	<b>compassion</b>	<b>callousness</b>	A callous person or action is very <u>cruel</u> and <u>shows</u> no concern for other people or their <u>feelings</u> .
If you <u>say</u> that someone is fastidious, you <u>mean</u> that they <u>pay great attention</u> to detail because they like everything to be very <u>neat</u> , <u>accurate</u> , and in good order.	<b>fastidious</b>	<b>blasé</b>	If you <u>describe</u> someone as blasé, you mean that they are not <u>easily impressed</u> , <u>excited</u> , or <u>worried</u> by things, usually because they have seen or experienced them before.
If you <u>describe</u> an action, rule, or <u>decision</u> as arbitrary, you <u>think</u> that it is not based on any <u>principle</u> , <u>plan</u> , or system.	<b>arbitrary</b>	<b>rational</b>	Rational <u>decisions</u> and thoughts are <u>based</u> on reason <u>rather</u> than on <u>emotion</u> .
If you <u>describe</u> an action or <u>decision</u> as judicious, you <u>approve</u> of it because you <u>think</u> that it shows good judgment and sense.	<b>judicious</b>	<b>rash</b>	. If someone is rash or does rash things, they act without <u>thinking</u> carefully first, and therefore make <u>mistakes</u> or <u>behave</u> foolishly.
If you describe something as <i>banal</i> , you do not like it because you think that that it is dull and boring.	<b>banal</b>	<b>idiosyncratic</b>	If you describe someone or something as <i>idiosyncratic</i> , you mean that it is unusual.
<i>Homogeneous</i> is used to describe a group or thing which has members or parts that are all the same.	<b>homogeneous</b>	<b>heterogeneous</b>	A <i>heterogeneous</i> group consists of many different types of things or people.
Something that is <i>finite</i> has a fixed size or end.	<b>finite</b>	<b>infinite</b>	Something that is <i>infinite</i> lasts forever; it has no end.

## Cross-Curricular Versatile Vocabulary Y8

*Exploring patterns and making connections within and between subjects*

If an event is inevitable, it is definitely going to happen.	<b>inevitable</b>	<b>preventable</b>	If something is preventable, it can be stopped.
Discord is disagreement (Discordant – adjective)	<b>discord</b>	<b>harmony</b>	If people are living in harmony with each other, they are living together peacefully rather than fighting or Arguing with each other.  Harmony is the pleasant combination of different notes of music played at the same time.
Ruled or controlled by men (Patriarchy – noun)	<b>patriarchal</b>	<b>matriarchal</b>	Ruled or controlled by women (Matriarchy – noun)



If you describe something as vulgar, you think it is in bad taste or of poor artistic quality.	<b>vulgar</b>	<b>inoffensive</b>	If you describe someone or something as inoffensive, you mean that they are not unpleasant or unacceptable in any way, but are perhaps rather dull..
Something, especially something bad, that is pervasive is present or felt throughout a place or thing.	<b>pervasive</b>	<b>incomprehensible</b>	Something that is incomprehensible is impossible to understand.
To be in turmoil is to be in a state of great disturbance, confusion, or uncertainty. (Tumultuous – adjective)	<b>turmoil</b>	<b>tranquillity</b>	A state of quietness and calm.
If you say that someone is sincere, you approve of them because they really mean the things they say. You can also describe someone's behaviour and beliefs as sincere.	<b>sincere</b>	<b>duplicitous</b>	Someone who is duplicitous is deceitful.
A duality is a situation in which two opposite ideas or feelings exist at the same time.	<b>duality</b>	<b>constancy</b>	Constancy is the quality of staying the same even though other things change.
To objectify someone or something is to treat it like an object.	<b>objectify</b>	<b>respect</b>	If you respect someone, you have a good opinion of their character or ideas.
If you say that someone is defiant, you mean they show aggression or independence by refusing to obey someone.	<b>defiant</b>	<b>compliant</b>	If you say that someone is compliant, you mean they willingly do what they are asked to do.
Potency is the power and influence that a person, action, idea or substance has to affect or change something else.	<b>potency</b>	<b>impotency</b>	If someone feels impotent, they feel that they have no power to influence people or events.
If you describe something as idyllic, you mean that it is extremely pleasant, simple, and peaceful without any difficulties or dangers.	<b>idyllic</b>	<b>traumatic</b>	A traumatic experience is very shocking and upsetting, and may cause psychological damage.
Something <i>permanent</i> lasts forever.	<b>permanent</b>	<b>ephemeral</b>	Something <i>ephemeral</i> lasts for a short time; it is temporary.
If someone or something <i>reinforces</i> a feeling or situation, it makes it stronger.	<b>reinforce</b>	<b>transgress</b>	If someone <i>transgresses</i> , they break or go against a moral law or a rule of behaviour.
A <i>moral</i> person behaves in a way that is believed by most people to be good and right.	<b>moral</b>	<b>immoral</b>	If you describe someone or their behaviour as <i>immoral</i> , their behaviour is wrong.
If you are enchanted by something, it is like you are under a spell; transfixed.	<b>enchanted</b>	<b>repulsed</b>	If you are repulsed by something, you think that it is horrible and disgusting and you want to avoid it.
If you preserve a situation or condition, you make sure that it remains as it is, and does not change or end.	<b>preserve</b>	<b>destroy</b>	To destroy something means to cause so much damage to it that it is completely ruined or does not exist any more.
A sanctuary is a place where people who are in danger from other people can go to be safe.	<b>sanctuary</b>	<b>penance</b>	If you do penance for something wrong that you have done, you do something that you find unpleasant to show that you are sorry..
Something that is auspicious indicates that success is likely.	<b>auspicious</b>	<b>inauspicious</b>	An inauspicious event is one that gives signs that success is unlikely.
Visceral feelings are feelings that you feel very deeply and find it difficult to control or ignore, and that are not the result of thought.	<b>visceral</b>	<b>considered</b>	A considered opinion or act is the result of careful thought.
Reverence for someone or something is a feeling of great respect for them.	<b>reverence</b>	<b>scorn</b>	If you treat someone or something with scorn, you show contempt or hatred for them.
If you conserve a supply of something, you use it carefully so that it lasts for a long time.  To conserve something means to protect it from harm, loss, or change.	<b>conserve</b>	<b>deplete</b>	To deplete a stock or amount of something means to reduce it.
You use constant to describe something that happens all the time or is always there.	<b>constant</b>	<b>variable</b>	Something that is variable changes quite often, and there usually seems to be no fixed pattern to these changes.
If you are sceptical about something, you have doubts about it.	<b>sceptical</b>	<b>assured</b>	Someone who is <b>assured</b> is very confident and relaxed.  If something is assured, it is certain to happen.
If you can discern something, you are aware of it and know what it is.	<b>Discern[ing]</b>	<b>ignorant</b>	If you describe someone as ignorant, you mean that they do not know things they should know. If someone is ignorant of a fact, they do not know it.

If you describe someone as <b>discerning</b> , you mean that they are able to judge which things of a particular kind are good and which are bad.			
If you describe an action, rule, or decision as arbitrary, you think that it is not based on any principle, plan, or system.	<b>arbitrary</b>	<b>rational</b>	Rational decisions and thoughts are based on reason rather than on emotion.
Something that is <i>finite</i> has a fixed size or end.	<b>finite</b>	<b>infinite</b>	Something that is <i>infinite</i> lasts forever; it has no end.

## Cross-Curricular Versatile Vocabulary Y9

### *Exploring patterns and making connections within and between subjects*

If an event is inevitable, it is definitely going to happen.	<b>inevitable</b>	<b>preventable</b>	If something is preventable, it can be stopped.
Discord is disagreement (Discordant – adjective)	<b>discord</b>	<b>harmony</b>	If people are living in harmony with each other, they are living together peacefully rather than fighting or arguing with each other.  Harmony is the pleasant combination of different notes of music played at the same time.
Ruled or controlled by men (Patriarchy – noun)	<b>patriarchal</b>	<b>matriarchal</b>	Ruled or controlled by women (Matriarchy – noun)
If you describe something as vulgar, you think it is in bad taste or of poor artistic quality.	<b>vulgar</b>	<b>inoffensive</b>	If you describe someone or something as inoffensive, you mean that they are not unpleasant or unacceptable in any way, but are perhaps rather dull..
Something, especially something bad, that is pervasive is present or felt throughout a place or thing.	<b>pervasive</b>	<b>incomprehensible</b>	Something that is incomprehensible is impossible to understand.
To be in turmoil is to be in a state of great disturbance, confusion, or uncertainty. (Tumultuous – adjective)	<b>turmoil</b>	<b>tranquillity</b>	A state of quietness and calm.
If you say that someone is sincere, you approve of them because they really mean the things they say. You can also describe someone's behaviour and beliefs as sincere.	<b>sincere</b>	<b>duplicitous</b>	Someone who is duplicitous is deceitful.
A duality is a situation in which two opposite ideas or feelings exist at the same time.	<b>duality</b>	<b>constancy</b>	Constancy is the quality of staying the same even though other things change.
To objectify someone or something is to treat it like an object.	<b>objectify</b>	<b>respect</b>	If you respect someone, you have a good opinion of their character or ideas.
If you say that someone is defiant, you mean they show aggression or independence by refusing to obey someone.	<b>defiant</b>	<b>compliant</b>	If you say that someone is compliant, you mean they willingly do what they are asked to do.
Potency is the power and influence that a person, action, idea or substance has to affect or change something else.	<b>potency</b>	<b>impotency</b>	If someone feels impotent, they feel that they have no power to influence people or events.
If you describe something as idyllic, you mean that it is extremely pleasant, simple, and peaceful without any difficulties or dangers.	<b>idyllic</b>	<b>traumatic</b>	A traumatic experience is very shocking and upsetting, and may cause psychological damage.
Something <i>permanent</i> lasts forever.	<b>permanent</b>	<b>ephemeral</b>	Something <i>ephemeral</i> lasts for a short time; it is temporary.
If someone or something <i>reinforces</i> a feeling or situation, it makes it stronger.	<b>reinforce</b>	<b>transgress</b>	If someone <i>transgresses</i> , they break or go against a moral law or a rule of behaviour.
A <i>moral</i> person behaves in a way that is believed by most people to be good and right.	<b>moral</b>	<b>immoral</b>	If you describe someone or their behaviour as <i>immoral</i> , their behaviour is wrong.
If you are enchanted by something, it is like you are under a spell; transfixed.	<b>enchanted</b>	<b>repulsed</b>	If you are repulsed by something, you think that it is horrible and disgusting and you want to avoid it.

If you preserve a situation or condition, you make sure that it remains as it is, and does not change or end.	<b>preserve</b>	<b>destroy</b>	To destroy something means to cause so much damage to it that it is completely ruined or does not exist any more.
A sanctuary is a place where people who are in danger from other people can go to be safe.	<b>sanctuary</b>	<b>penance</b>	If you do penance for something wrong that you have done, you do something that you find unpleasant to show that you are sorry..
Something that is auspicious indicates that success is likely.	<b>auspicious</b>	<b>inauspicious</b>	An inauspicious event is one that gives signs that success is unlikely.
Visceral feelings are feelings that you feel very deeply and find it difficult to control or ignore, and that are not the result of thought.	<b>visceral</b>	<b>considered</b>	A considered opinion or act is the result of careful thought.
Reverence for someone or something is a feeling of great respect for them.	<b>reverence</b>	<b>scorn</b>	If you treat someone or something with scorn, you show contempt or hatred for them.
If you conserve a supply of something, you use it carefully so that it lasts for a long time.  To conserve something means to protect it from harm, loss, or change.	<b>conserve</b>	<b>deplete</b>	To deplete a stock or amount of something means to reduce it.
You use constant to describe something that happens all the time or is always there.	<b>constant</b>	<b>variable</b>	Something that is variable changes quite often, and there usually seems to be no fixed pattern to these changes.
If you are sceptical about something, you have doubts about it.	<b>sceptical</b>	<b>assured</b>	Someone who is <b>assured</b> is very confident and relaxed.  If something is assured, it is certain to happen.
If you can discern something, you are aware of it and know what it is.  If you describe someone as <b>discerning</b> , you mean that they are able to judge which things of a particular kind are good and which are bad.	<b>Discern[ing]</b>	<b>ignorant</b>	If you describe someone as ignorant, you mean that they do not know things they should know. If someone is ignorant of a fact, they do not know it.
If you describe an action, rule, or decision as arbitrary, you think that it is not based on any principle, plan, or system.	<b>arbitrary</b>	<b>rational</b>	Rational decisions and thoughts are based on reason rather than on emotion.
Something that is <i>finite</i> has a fixed size or end.	<b>finite</b>	<b>infinite</b>	Something that is <i>infinite</i> lasts forever; it has no end.

KS4 Cross-Curricular Versatile Vocabulary			
Respect, honour	Venerate	Malign	Abuse, disrespect
Believable, reliable	Credible	Deceptive	Misleading, not true, fake
Enormous, never-ending,	Infinite	Finite	Limited, restricted
Varied, different, mixed	Heterogeneous	Homogeneous	Uniform, the same, consistent
Useful, valuable, helpful	Beneficial	Detrimental	Harmful, unhelpful
To make stronger, support	Reinforce	Diminish	To make weaker, reduce
Follow, respect	Obey	Transgress	Go against, break, sin
Needed, important	Essential	Superfluous	Not needed, extra
Agreeable, compatible	Harmonious	Incongruous	Out of place, inappropriate
Lasting forever	Permanent	Ephemeral	Lasting for a short time, temporary
Show, communicate, tell	Convey	Conceal	Hide, keep secret, suppress
Compare, identify similarities	Relate	Differentiate	Separate, tell the difference, contrast
Expand upon, add detail	Elaborate	Simplify	Reduce to the essentials or most simple
Make more dramatic, significant	Exaggerate	Trivialise	Make something insignificant or unimportant
Modern, latest version	Contemporary	Traditional	Well-established, old-fashioned

## **Tier 2 Vocabulary**

Tier 2 vocabulary can be found mapped across Yr7-9 for core, EBacc and aligned open subjects as part of the OCL curriculum which can be found [here](#).

## **Tier 3 Vocabulary**

Subject specific tier 3 vocabulary can be found mapped across Yr7-11 for core, EBacc and aligned open subjects as part of the OCL curriculum which can be found [here](#). For non-aligned open subjects tier 3 vocabulary lists (along with all other subjects) can be found within knowledge organisers on the

OAL website <https://www.oasisacademyleesbrook.org/>

## **DRIVE Lever 5: Enjoyment and exploration through literacy**

Reading for pleasure is at the heart of our curriculum. Research indicates that there are strong links between reading for pleasure and educational outcomes, enabling students to improve comprehension, vocabulary, and inference skills. Whilst academic attainment is of vital importance, reading for pleasure goes beyond this and can increase empathy, understanding of the world and personal well-being.

Staff at OAL enthuse students to become confident, independent, and opinionated young people. By experiencing a range of literature, students access worldly scenarios that they may not normally encounter in the real world and thereby increase their emotional maturity and social sensitivity. Through engagement with an array of texts students become well-rounded individuals with a deeper understanding of social, moral, and cultural concepts. The promotion of reading which we reinforce at OAL will foster a love and passion for the activity which will benefit students at all points of their adult lives.

At OAL, staff give the students the best opportunities to achieve their goals, aspirations and strive to be the best they possibly can be.

Research has shown that turning on subtitles in the same language as the TV show or film can indeed improve children's reading skills. It can also help them improve their vocabulary and boost their comprehension skills and reading fluency even further.

### Strategies:

- E-Library Platform and physical Library space available to all students
- Extra-curricular activities available to all students
- ‘Control the Game’ reading strategy used within lessons and Family Time so that all students practise reading aloud
- Family Time class readers differentiated for ability
- Events, including author visits, and competitions frequently organised by the librarians

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.

All Family Groups read at least two novels per year in two 30 minute Family Time sessions per week. The texts reflect a diverse Britain (e.g. focusing on refugees) and are based on the ‘9 habits’ and attributes (e.g. courage).

Our ‘reading pledge’ means that we aim for students to read at least one book per year written by a BAME/LGBTQ+ writer.

After-school library clubs are popular (Mondays are Y11 revision; Tuesdays and Thursdays are ‘library club’ which involve reading-related activities such as story writing and drama; Wednesdays are ‘multimedia club’, which focus on film; Fridays are ‘bookworm club’, which focuses on reading a full book every term and discussing it). ‘Bookbuzz’ provides every Y7 and Y8 student with a free book chosen from a selection in the autumn term. There are author visits throughout the year and at least once per term (last year there were 4 author visits, including specific focuses on

dyslexia-friendly texts, HPA students, engaging boys through a football theme, racism, knife crime and having high aspirations). Student librarians are specially selected and trained in leadership skills. The Twitter page is updated regularly (@leasbrooklib). Book orders are responsive to student voice using the 'suggestion box'. There is a termly report on borrowing levels and achievements of the library ('the library overview'). A key focus is encouraging more male students to read for pleasure. The 'immersive reader' and translation tool in E-Platform is promoted. Students are rewarded for being a top reader and these are publicised in the weekly bulletin and on TV screens. Different Family Groups are timetabled for a 'library lesson' to encourage borrowing. For World Book Day, staff dress up to celebrate a love of reading and there are a number of activities and competitions organised by the librarian.

### **Oasis Academy Leesbrook reading pledge**

1. All students will read at least two 19<sup>th</sup> century texts.
2. All students will be encouraged to read one book per year by an LGBTQ+ author.
3. All students will read three Shakespeare plays.
4. All students will read one book by a BAME writer per year.
5. All students will have the opportunity to write their own longer fiction piece per year in their own style, or the style of one of the authors read/studied, each year.

**Our Leesbrook reading list can be found on our school website's 'library' page:**

[Library - Oasis Academy Leesbrook](#)