



Localised Literacy Plan

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Executive Summary

Oasis Arena has a challenging and complex context that is also full of opportunity for creating transformational change for our young people. And we believe literacy is a major driver of this. We have significantly higher than average rates of FSM, SEN, EAL, and LAC, and school mobility than the national average, and lower than average attainment at KS2 and reading age on entry, but our improvement in English outcomes over the last 3 years shows concrete impact of our literacy strategy.

Our approach is fundamentally one of ambition and inclusion. We believe all students can thrive in their lives if they can unlock the potential of literacy, and we believe we can deliver this for all students by knowing our students well and attending to their needs and strengths accurately and promptly.

Like all Oasis Academies, we have a 'wave' approach to literacy. Our wave 1 universal offer includes disciplinary literacy of reading, writing and speaking in subject areas. Our disciplinary literacy priorities are driven by their explicit link to whole school teaching and learning priorities. We also believe our 'reading for practice' offer builds reading expertise with a focus on vocabulary instruction, fluency with a focus on reading aloud, and a joy for reading by focusing on building belonging during group reading and selecting a reading curriculum that works for our context.

Our wave 2 interventions to just under 50% of our students. We NGRT test all our students in September or on entry and consider all students below SAS 90 for intervention. We offer a range of interventions including targeted intervention that can provide temporary support, small group or 1-to1 fluency and comprehension interventions, Lexia comprehension, Fresh Start phonics, and GCSE language interventions. The impact of all our interventions is measured by re-testing so the offer for each student can be adjusted.

At Arena, we value staff development and putting the needs of the students at the heart of what we do. We strive for continuous improvement and doing what is best for each student.

OAA Literacy Intent and Vision

What is literacy?

To be literate 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.

Oasis Arena Vision

- Our vision is for all students to be able to read and write with excellence, so they can achieve outcomes that will help them towards success academically and in life.
- Moreover, our vision is for students to 'find their voice' and 'strengthen their voice', to succeed, and to play a constructive role in society. Excellence in literacy is vital for us to achieve this goal of developing confident communicators who thrive in a global community.
- Ultimately, we want all our students to be lifelong learners: to understand why reading and writing are important, and to read for pleasure and to educate themselves further. Confident readers and writers live happier, more fulfilling lives.

The purpose of this document

This document outlines the strategies being used to improve students' literacy. It should be referred to by leaders to ensure coherence, consistency and impact of the literacy strategy. It should be kept up to date.

National and Academy Context

The National Context

Statistics from the National Literacy Trust¹ show a downward trend with regards to literacy and reading for pleasure, especially for disadvantaged students. For example,

- 1 in 8 disadvantaged children in the UK say that they don't have a book of their own

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

- Only half of children in the UK enjoy writing
- 1 in 6 adults in the England (16.4%/7.1 million people) have very poor literacy skills (reading age of 12).
- Nationally, 25% of 15-year-olds have a reading age of 12.
- 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.

The Academy Context

	FSM	SEN Support	EHCP	EAL	KS2 Attainment	LAC
2022-23	57%	17%	3.6%	41%	Well Below Average	
2023-24	55%	20%	4.3%	41%	Well Below Average	
2024-25	52.6%	21.7%	5.4%	48.2%	No Data due to Covid	
2025-26	56%	34%	6%	50.6%	No Data due to Covid	4.2%
Vs. National	25% = double students!	19% = nearly double	5% = well above	20.8% = more than double		<1% =

OCL DRIVE up Literacy standards

Disciplinary Literacy	Reading Fluency	Intervention	Vocabulary	Exploration through literacy
<ul style="list-style-type: none">• The approach to reading, writing and oracy across distinct subject areas.• This emphasises all teachers are teachers of literacy.• This focuses on the elements of literacy evident in all subjects and how subject leads and subject teachers can best be supported in their subject area to deliver this effectively.• The development of academic reading and writing within the classroom, as well as the development of oracy.	<ul style="list-style-type: none">• The school culture and ethos with regards to reading.• A core part of the One Plan, reading fluency focuses on the proficiency of students' reading ability as well as their engagement with reading for pleasure.• A strong focus is placed on reading aloud (by both teachers and students), discussion and engaging with both fiction and non-fiction texts.	<ul style="list-style-type: none">• Data informed interventions are selected through nationally approved intervention models.• These will include those focused on the development of phonics as well as those which support decoding and comprehension.• Each Academy will create a bespoke plan, according to need and utilise Trust support.	<ul style="list-style-type: none">• Direct instruction of vocabulary is a key part of all subject teaching.• Vocabulary lists for Tier 2 and 3 vocabulary are utilised in all subjects.	<ul style="list-style-type: none">• A shared reading list appropriate for all students is in place. This provides insight into the wider world around students whilst 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.

DRIVE Area 1: Disciplinary Literacy

What is 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 in every subject to teach students how to read, write and communicate effectively in their subjects.

Reading in subjects

At Arena, reading is valued as a major way that curriculum knowledge can be accessed. The curriculum in every subject is planned so that students have access to high quality and rigorous texts that are an integral part of the subject area. Additionally, students are encouraged to read beyond the curriculum in specific subjects, discovering new topics of interest.

How we read in class: “control the game”

We use the technique ‘control the game’ in consistently in every subject as an approach to reading aloud in class. Regular CPD and monitoring through drop-ins ensures consistency across the academy. In addition to “control the game”, we ensure that texts is discussed orally so that their basic and deeper meanings can be elicited by the teacher.

Example “Control the game” CPD material

Before you read

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.

Plan to pause and prep:

we are about to...

as we read...

remember that...

Plan to pause and tell:

... means ...

... is

in other words,...

Plan to pause and ask:

Why...?

What...?

Who...?

How...?

Plan to turn and talk:

...because...

...but...

...so...

Routines

Track the text.

Ensure that all students have their eyes on the text at all times.

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.

During Reading

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. You might say: *Follow the text with your reading instrument. When I call your name, be ready to pick up the reading.*

Begin reading Tom

Thank you.

Pick up Lisa.

Thank you.

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.

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.

Keep transaction costs short.

Don't do lots of discussion between readers. All pauses should be pre-planned so you should know before you start exactly where you will be pausing to:

- Prep
- Tell
- Ask
- Turn and Talk

At Arena, we prioritise giving students frequent opportunities to practice high quality extended writing because we know it is meaningful and regular practice, with actionable feedback that leads to rapidly improved outcomes.

Explicit grammar instruction- Explicit teaching of grammar constructions – including types of punctuation, sentence structures and spelling rules – enables students to write in a formal and academic manner.

Sentence level writing instruction and conjunction focus- Adaptations from the so-called Hochman method of 'because, but, so'. Students are taught how to construct high quality, academically rigorous and grammatically accurate sentences in all subjects

Modelling and scaffolding- Teachers explicitly model high-quality writing in each subject and genre students are required to use. Teachers co-construct writing with students as a scaffold so that students receive a 'cognitive apprenticeship' in the required genre. Teachers model their own writing and drafting process through the use of visualisers or live modelling on the board. Teachers use precise prompts to support students to think harder and elaborate on what they have already communicated. This includes using turn and talk in every lesson to scaffold writing, and enable students to rehearse their ideas before writing.

Exposure to genres- Students at OAA 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 OAA 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

Re-editing and proof reading- 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. Literacy marking is policy across the school and feedback time is planned into the curriculum teachers encourage students to redraft work. Teachers make pupil responses widely available and celebrate success in written work

Explicit vocabulary instruction- Effective vocabulary instruction is a key part of learning to write effectively. Word banks are supplied through knowledge organisers, individual lessons and in classroom displays to enable students to have a rich and broad vocabulary

Homework and extra-curricular activities- Writing homework to be set as a routine for all students and Extra-curricular writing activities to be available to all students.




The Hochman Method

We know that writing must be explicitly taught if students are to become proficient in written, academic communication. At Oasis Academy Arena, we adapt the ‘Hochman method’ as our strategy for teaching writing. 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.

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
- Opportunity for verbal rehearsal through turn and talk
- Feedback and refinement
- Written response
- Show call

Oasis Academy Arena Sentence Additions:

Supporting Ideas 	Expressing contrasting ideas 	Expressing consequence 
because	but	so
for example	although	therefore
when	despite	as a result

Oracy

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.

- 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 & Talk to check for understanding before written tasks are implemented.
- Expectations around academic or polite and formal language is 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

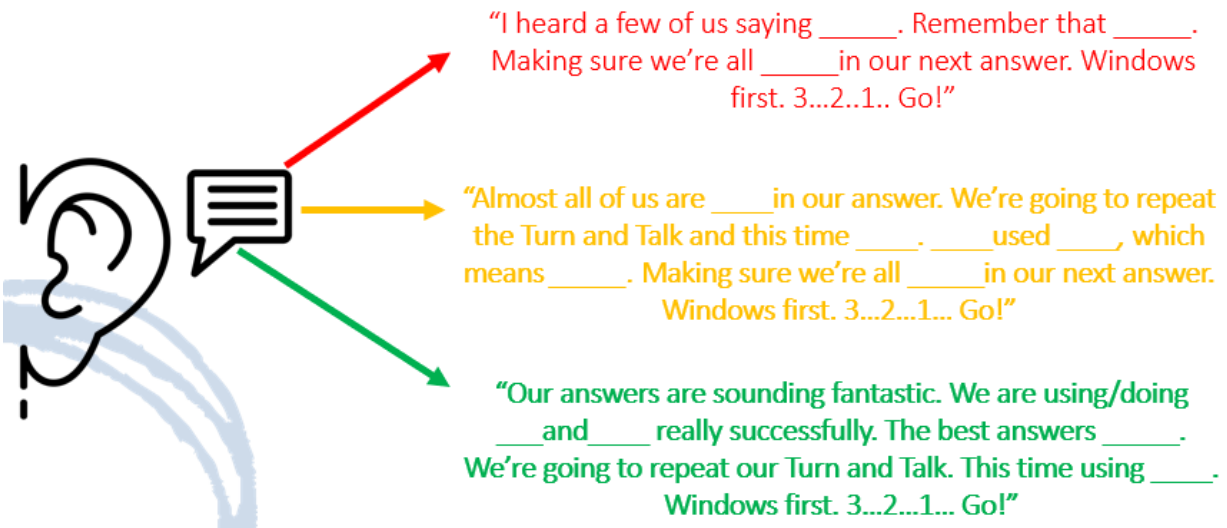
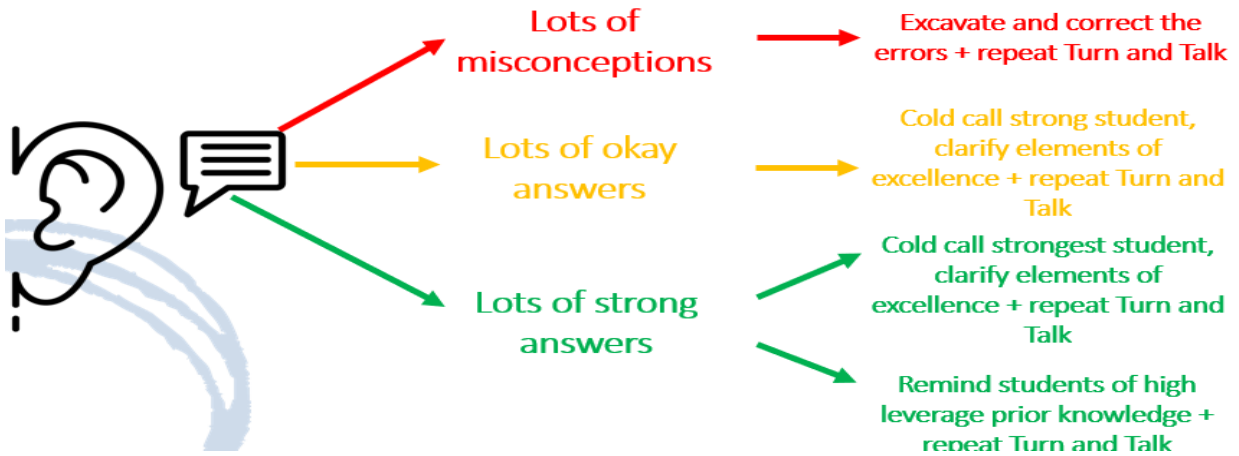
Application:

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

Example of turn and talk CPD slides



Academy Disciplinary Literacy Audit

Developing our disciplinary literacy strategy is currently one of our 'next steps' according to our Academy Development Plan (ADP). Our strategy is to 'plan backwards' from 'recalled scripts' and outcomes at summative assessments at GCSE and KS3 to ascertain the strengths and areas for development that can be improved with a disciplinary literacy focus. This aims to move beyond a generic approach to factoring in the specifics of subjects' assessment objectives. Subsequently, we will develop a coherent strategy of reading and writing across the subjects so there is a shared 'Arena way' approach of teaching reading and writing that all teachers and students understand.

Priorities and actions: all subjects	
Priority areas	Actions
Whole school focus HT2 2025: Extended writing during the application task.	<ul style="list-style-type: none"> • CPD to focus build on focus from last HT of planning backwards with the exemplar answer of a successful student quality. • CPD to focus on planning a lesson so that the front end is streamlined and there is sufficient time for extended writing and live edits. • CPD to focus on routines around writing, including 'brighten the lines', 'everybody writes', and show me routines. • CDP to include 'live edits'- how to improve writing and proofread it after being given actionable feedback. • Drop-ins- This to be implemented and monitored through regular drop-ins and coaching cycles.
Embedding turn and talk and choral response in every lesson	<ul style="list-style-type: none"> • CPD and drop-ins to continue and build on a previous focus on TT routines.

Subject or faculty	Identified priority area/s	Actions
English	<p>KS3- The front end of lessons streamlined, and 10 mins planned extended writing. Knowledge taught carefully selected so there is a degree of variety in students' written answers. Emphasis students editing their work.</p> <p>KS4- English language Q5 focus. Priorities include extended writing stamina practice, paragraphing, writing accurately, and understanding the task.</p> <p>All- Live edits in every lesson.</p>	<ul style="list-style-type: none"> • Lessons 'planned backwards' with the end in mind. • Active circulation during lessons • Focus on live edits and planning backwards in departmental CPD • Focus on extended writing as per academy priority.
Maths	<p>Understanding what the question is asking them, including technical vocabulary and command words.</p> <p>Using the mathematical thinking 'problem solving approach' for subject metacognition.</p>	<ul style="list-style-type: none"> • Co-planning to ensure all staff have the required support.

Science	<p>KS4 Extended answers in GCSE</p> <p>All- increasing independence from 'we do' to 'you do', not over relying on gap-fills.</p>	<ul style="list-style-type: none"> Increased use of modelling, and students marking model answers themselves. CPD on modelling, especially the importance of removing scaffolding at appropriate times. Focus on extended writing as per academy priority.
MFL	<ul style="list-style-type: none"> Emphasis on vocabulary knowledge through frequent low stakes tests. Emphasis on oracy and the spoken language through frequent turn and talk and choral response. 	<ul style="list-style-type: none"> Plan frequent low-stakes vocabulary testing throughout the curriculum. Plan frequent opportunities for oracy in every lesson so students continue to develop confidence in their French speaking.
Computing	<p>For extended writing answers to questions at GCSE, develop clear routines for modelling 'exemplar answers', including editing work in line with success criteria. Development of standardised writing frames for particular questions.</p>	<ul style="list-style-type: none"> Focus on extended writing as per academy priority.
Business	<ul style="list-style-type: none"> Extended writing, especially explanations. Focusing on the structure of explanations, in particular explaining the impact of a given business decision. 	<ul style="list-style-type: none"> Developing students thinking by prioritising on 'because', 'but', 'so' sentences and other standard scaffolding procedures. Increasing use of live modelling 'we do' and circulation Focus on extended writing as per academy priority.
History	<p>To ensure curriculum includes the appropriate rigour in terms of reading. Core and hinterland knowledge should be delivered primarily through reading of historical narratives and sources.</p> <p>To develop extended writing in all years, especially structure, detail, and development of explanation, including understanding the requirements of the question.</p>	<ul style="list-style-type: none"> CPD at trust level to ensure curriculum resources are being used effectively. Focus on extended writing as per academy priority, especially 'planning backwards with an exemplar answer and pre-empting misconceptions', developing depth of thought with oracy and sentence level writing instruction, and using 'show call' to improve students' editing process.
Geography	<p>In lessons, teachers need to develop students' thinking by asking follow up questions: 'because.../and so...' (why and what was the consequence). Use turn and talk to improve students explanations</p> <p>Students need to develop their explanations in detail in extended writing answers, explaining causes and consequences of factors, especially at GCSE level. Teachers need to consistently write exemplar answers so they understand what the top standard is, and how to pre-empt learning gaps.</p>	<ul style="list-style-type: none"> Extended writing scaffolds in place and becoming routine. Focus on extended writing as per academy priority. Co-planning and drop-ins to focus on developing teachers' questioning.
R.E.	<p>High quality reading to ground the curriculum, develop opportunities for oracy: turn and talk, and class discussion; and extended writing for 10 minutes in every lesson.</p>	<ul style="list-style-type: none"> Focus on extended writing as per academy priority.

Technology	<p>KS4: NEA (50%)</p> <ul style="list-style-type: none"> Students need to priorities understanding 'evaluate' including weighing and judging: evaluating the success of project against their brief. Use of high-level Vocab Writing for a specific audience within the context of a design brief. Re-drafting and coursework <p>Exam focus:</p> <ul style="list-style-type: none"> Example of extended writing question: discuss the advantages and disadvantages of the increasing use of renewable energy source. Use examples. Discuss the techniques that designers use to communicate design concepts. Use specific example. Evaluate the importance of considering ergonomics when designing products. Knowledge of command words. Timed exam practices. Factual knowledge, explained clearly. Provide the other side of the argument. Paragraph and sentence level writing: for example, because, Overall... 	<ul style="list-style-type: none"> Focus on extended writing as per academy priority. Prioritise writing and showing students high level exemplar answers that demonstrate those key success criteria. This can include live modelling too. To focus on explicit vocab instruction, and teaching vocabulary throughout the lessons. To ensure extended writing is planned into lessons regularly to practice these key skills.
Art	<ul style="list-style-type: none"> To focus on providing reading text based curriculum resources that teach key and hinterland knowledge. To use explicit vocab instruction to introduce and consolidate key terms. At KS4, written components of coursework to strive to be high quality- well structured and clearly explained. 	<p>At KS4 where writing is a component, such as artist research, focus on extended writing as per academy priority, especially the use of high quality student exemplars and live modelling.</p>
P.E.	<p>KS3: Use of vocab instruction and turn and talk in every lesson to develop students' thinking.</p> <p>KS4 coursework components: Written coursework to strive to be high quality- Well structured and clearly explained. Students should develop competency in word processing.</p>	<ul style="list-style-type: none"> Focus on extended writing as per academy priority, in particular

DRIVE Area 2: Reading Fluency

Measuring Progress

We use NGRT² and the Bedrock Alpha test baseline assessments to measure the progress our young people make in their reading and comprehension. We repeat NGRT at the end of the year to ensure our programs are making progress and to enable interventions for anyone falling behind. Students receiving intervention then take an additional NGRT test on a half-termly basis where appropriate to monitor the impact of the intervention. We then use these findings to evaluate the effectiveness of our whole academy literacy strategy. Included below are details of Academy approaches to reading as part of the literacy strategy.

Fluency across the school

Whole school reading approach	Details of approach	Staff Literacy lead leads on all areas.	Where would this be seen across your academy?
Control the Game Reading	All staff have been trained to conduct extended reading sessions. The approach ensures that all students are always reading.	Literacy lead All staff within curriculum and pastoral (implementers)	This occurs across the curriculum where reading happens. Literacy lessons once a week, 30 mins control the game reading. Tutor time during 'literacy' periods twice a week and during 'current affairs' sessions once a week.
Versatile vocabulary explicit teaching	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.	Literacy Lead All staff within curriculum and pastoral (implementers)	All lessons
Whole school literacy strategies used (not including intervention)			
Planned CPD	Control the game CPD at start of year. Half termly CPD on control the game for literacy teachers. House meetings are used as a CPD opportunity to brief tutors on the reading for that week and provide any practice needed	Literacy lead and CPD lead, as well as ALT responsible for House Meetings.	
Bedrock	KS3 students to do Bedrock in literacy lessons for 25 minutes and homework for 25 mins. KS4 students Bedrock is 25 mins homework per week. Bedrock intervention opportunity at lunchtime in the library.	Literacy lead and literacy teachers	Literacy lessons and library for Bedrock homework intervention/ club.
Tutor time reading curriculum (control the game)	Twice a week all students read a bespoke curriculum of fiction and non-fiction texts hand-picked to resonate with our students. Current affairs additionally.	Literacy lead, house leads, and tutors	On allocated reading and current affairs days.

Reading fluency tutor time reading curriculum

² [New Group Reading Test - GL Assessment \(gl-assessment.co.uk\)](http://gl-assessment.co.uk)

This bespoke and unique reading offer aims to build a sense of belonging and enjoyment through reading as a group. Our texts are specifically selected and abridged to match our exact requirements in terms of student ability, interest, and curriculum time available. For example, we reduce novels into a sequence of 7 coherent extracts of 1000 words that replicates and scaffolds students into reading full novels over the course of a half term. This is so the class can have the feeling of reading a full novel even if students would not be able to access a full novel in the time available or do not have the required reading competency to do so. Secondly, it is an opportunity to tailor a non-fiction curriculum specifically for our students and to ensure that our non-fiction offer builds on the curriculum subject offer they have including careers, safeguarding etc., and also takes into account their interests.

2025-6	
HT1	Articles from the subjects. Theme: stability and instability in our world.
HT2	Abridged novel: A Monster Calls by Patrick Ness
HT3	How can my subjects help my career? Articles linking our subjects to careers
HT4	Abridged novel: Animal Farm by George Orwell
HT5	
HT6	

DRIVE Area 3: Intervention

Our graduated approach

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.

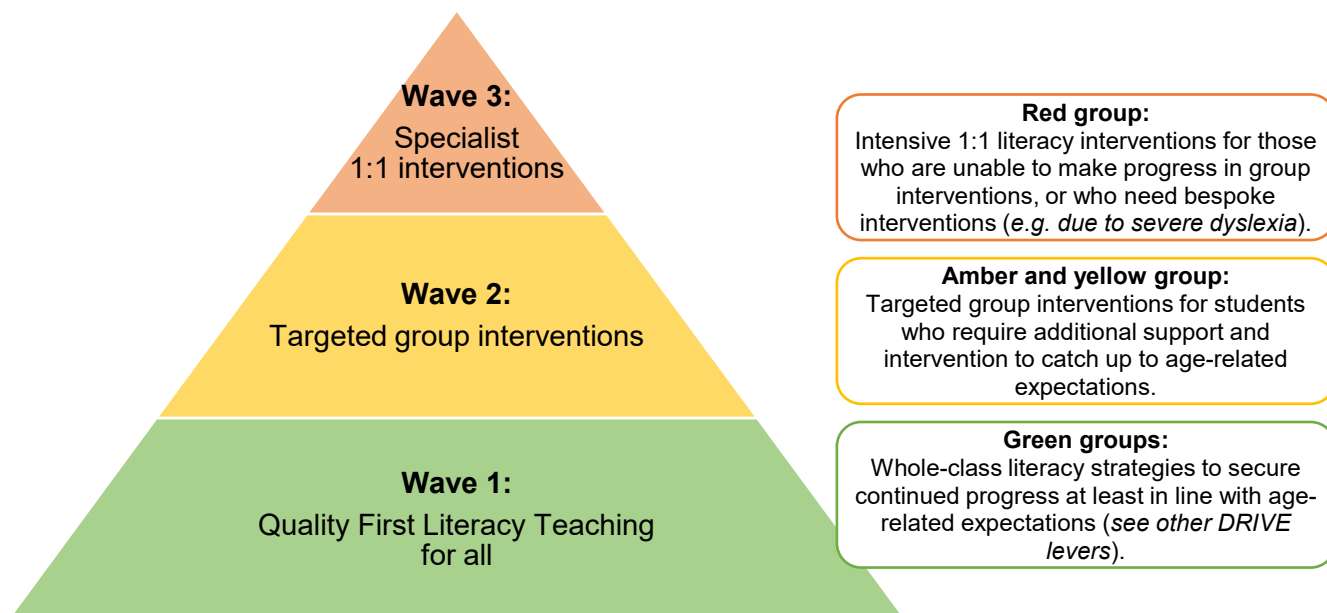
All Oasis academies take a graduated approach to intervention, moving from whole class teaching through small group tuition to one-to-one support, to ensure that appropriate, meaningful and measurable interventions are targeted at the right students to drive accelerated progress in literacy and ensure 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	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



How we learn to read: the simple view of reading

Nationally, 25% of students arrive to secondary school with reading ages below the expected standard of 11 years old, which is significantly higher at Arena. 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. Our 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.



What interventions do we offer?

As part of our Academy literacy strategy, we utilise the following intervention strategies:

Wave	Intervention	Who is this for?	Success Criteria for completion of this intervention
1/2	Bedrock interventions (homework club) (Daily offer at lunchtimes. Students attend once a week or as required)	(1) Any student is welcome if they want a structured space to do their Bedrock homework. (2) Students who have been identified as needing additional support with their Bedrock homework or classwork.	Students complete intervention when they can access Bedrock independently and are motivated to do so. Specifically, if they make progress by completing Bedrock tests accurately.
2	Lexia (comprehension) Twice a week in lessons	30 Students who have been identified as requiring additional comprehension support, including SEND students.	NGRT re-test half-termly
3	Reading fluency and comprehension	47 students in small groups of 6-10, 'control the game' intervention once or twice a week. Texts selected for accessibility and cultural capital.	See above.
4	Fresh Start phonics	15 students accessing either speech sounds or the modules.	Fresh start online assessment half-termly or where appropriate.
5	Croydon Town School	Intensive course of EAL provision away from the mainstream, focusing on KS2 level literacy and confidence building	Students ready for mainstream setting. ESOL baseline assessment and Fresh Start Assessment.
6	Targeted interventions	A range of targeted interventions for students who need bespoke support with fluency, confidence, engagement or comprehension.	Assessment from literacy lead, re-assessment (NGRT or fluency)

DRIVE Area 4: Vocabulary

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 shrewd 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.

Which sentence describes someone who is shrewd ?
1. After speaking to lots of witnesses and asking lots of people for their 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

Meena was **shrewd** when... but... because...

Tier 2 Vocabulary

Cross-Curricular Versatile Vocabulary Y7			
<i>Exploring patterns and making connections within and between subjects</i>			
Something <i>concrete</i> is definite, solid and real.	concrete	abstract	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.	increase	decrease	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.	contemporary	traditional	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.	confirm	refute	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 rather <u>uncontrolled</u> .	frenetic	tranquil	Something that is tranquil is calm and peaceful.
Something <i>intermittent</i> happens every so often.	intermittent	perpetual	Something <i>perpetual</i> never ends or changes.

If something catalyses a thing or a <u>situation</u> , it makes it <u>active</u> .	catalyse	impede	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.	abundance	lack	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.	detrimental	beneficial	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> .	innocuous	toxic	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> .	fickle	steadfast	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.	malign	venerate	If you venerate someone or something, you value them or <u>feel great</u> respect for them.
Something <u>permanent</u> lasts forever.	permanent	ephemeral	Something <u>ephemeral</u> lasts for a short time; it is temporary.
If someone or something <u>reinforces</u> a feeling or situation, it makes it stronger.	reinforce	transgress	If someone <u>transgresses</u> , they break or go against a moral law or a rule of behaviour.
A <u>moral</u> person behaves in a way that is believed by most people to be good and right.	moral	immoral	If you describe someone or their behaviour as <u>immoral</u> , 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.	parallel	perpendicular	A perpendicular line or surface points straight up, rather than being sloping or horizontal.
If you describe someone as <u>credulous</u> , they believe what people tell them and are gullible.	credulous	duplicitous	Someone who is <u>duplicitous</u> lies and is two-faced.
The <u>interior</u> of something or someone is its inside.	interior	exterior	The <u>exterior</u> of someone or something is its outside.
Someone <u>innocent</u> has no knowledge of the more unpleasant aspects of life.	innocent	corrupt	Someone who is <u>corrupt</u> behaves in a way that is wrong, often in return for power.
Something that is <u>inferior</u> is not as good as something else.	inferior to	superior to	Something that is <u>superior</u> 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.	oppress	liberate	To liberate someone from something means to <u>help</u> them <u>escape</u> from it or <u>overcome</u> it, and <u>lead</u> a <u>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.	trivialise	exaggerate	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> .	taciturn	verbose	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.	compassion	callousness	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.	fastidious	blasé	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.	arbitrary	rational	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.	judicious	rash	. 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 <u>banal</u> , you do not like it because you think that that it is dull and boring.	banal	idiosyncratic	If you describe someone or something as <u>idiosyncratic</u> , you mean that it is unusual.
<u>Homogeneous</u> is used to describe a group or thing which has members or parts that are all the same.	homogeneous	heterogeneous	A <u>heterogeneous</u> group consists of many different types of things or people.
Something that is <u>finite</u> has a fixed size or end.	finite	infinite	Something that is <u>infinite</u> lasts forever; it has no end.

Exploring patterns and making connections within and between subjects

If an event is inevitable, it is definitely going to happen.	inevitable	preventable	If something is preventable, it can be stopped.
Discord is disagreement (Discordant – adjective)	discord	harmony	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)	patriarchal	matriarchal	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.	vulgar	inoffensive	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.	pervasive	incomprehensible	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)	turmoil	tranquillity	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.	sincere	duplicitous	Someone who is duplicitous is deceitful.
A duality is a situation in which two opposite ideas or feelings exist at the same time.	duality	constancy	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.	objectify	respect	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.	defiant	compliant	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.	potency	impotency	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.	idyllic	traumatic	A traumatic experience is very shocking and upsetting, and may cause psychological damage.
Something <i>permanent</i> lasts forever.	permanent	ephemeral	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.	reinforce	transgress	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.	moral	immoral	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.	enchanted	repulsed	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.	preserve	destroy	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.	sanctuary	penance	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.	auspicious	inauspicious	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.	visceral	considered	A considered opinion or act is the result of careful thought.
Reverence for someone or something is a feeling of great respect for them.	reverence	scorn	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.	conserve	deplete	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.	constant	variable	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.	sceptical	assured	Someone who is assured 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 discerning , you mean that they are able to judge which things of a particular kind are good and which are bad.	Discern[ing]	ignorant	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.	arbitrary	rational	Rational decisions and thoughts are based on reason rather than on emotion.
Something that is <i>finite</i> has a fixed size or end.	finite	infinite	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

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Something, especially something bad, that is pervasive is present or felt throughout a place or thing.	pervasive	incomprehensible	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)	turmoil	tranquillity	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.	sincere	duplicitous	Someone who is duplicitous is deceitful.
A duality is a situation in which two opposite ideas or feelings exist at the same time.	duality	constancy	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.	objectify	respect	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.	defiant	compliant	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.	potency	impotency	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.	idyllic	traumatic	A traumatic experience is very shocking and upsetting, and may cause psychological damage.
Something <i>permanent</i> lasts forever.	permanent	ephemeral	Something <i>ephemeral</i> lasts for a short time; it is temporary.
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If you are sceptical about something, you have doubts about it.	sceptical	assured	Someone who is assured 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 discerning , you mean that they are able to judge which things of a particular kind are good and which are bad.	Discern[ing]	ignorant	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.	arbitrary	rational	Rational decisions and thoughts are based on reason rather than on emotion.
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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 <u>most simple</u>
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 on the OCL portal.

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 on the OCL portal.

DRIVE Area 5: 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 OAA 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 OAA will foster a love and passion for the activity which will benefit students at all points of their adult lives.

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

Strategies:

- E-Library Platform and physical Library space available to all students
- Extra-curricular activities available to all students
- Reading strategy used within lessons and pastoral time
- Literacy class readers differentiated for ability
- Staff big read.
- Reading homework set as a routine for all students



Literacy lessons Sessions Success Criteria

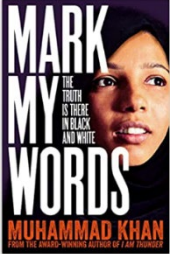

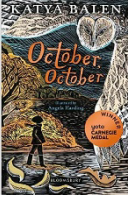

Part of lesson	Activity	Teacher Preparation & Responsibilities	Expectations of Literacy lessons
Bedrock: KS3 period 1 Silent reading	Students to complete as many lessons as they can in the allocated time. Independent reading if student have completed all Bedrock lessons available or students don't have an iPad.	Bedrock teacher and Literacy lead.	<ul style="list-style-type: none"> • All students are working in silence this has to be from the start of the lesson completing Do Now. • Bedrock is being completed and staff to track and monitor students engagement and share their progress on the board. (Main part of the lesson) • One Literacy Legend to be awarded each lesson and certificate to be given along with two positive point, all to be logged on BromCom. • Silent reading is being completed either on an iPad or with a book if students can't complete Bedrock • Staff to monitor students iPad on their iPad to make sure that they are on the correct platform. • Staff to make sure that students are reading at the correct level using reading data. • If students do not have an iPad due to leaving it a home or it not being charged, then place them on for an Action. • Staff should be reading class reader for last 10/15 minutes of the lesson • All students should be completing a plenary task.

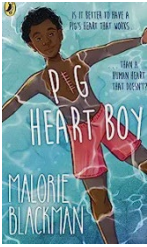


Oasis Academy Arena Reading Pledge

1. All students will be exposed to a range of books from diverse authors
2. All students will read at least two 19th century texts
3. All students will read one Shakespeare play per year after year 7.
4. All students will read a book from our ePlatform
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.

OAO Literacy Curriculum Reading List

<p>Year 9 Genre: Gender, Identity and Acceptance'.</p>  <div style="border: 1px solid black; width: 80px; height: 70px; margin-left: 10px; margin-top: 10px;"></div>	14+	<p>A powerful, prescient allegory for a society that discards the merest sliver of privacy, the first installment of Ness's Chaos Walking trilogy is a breathtaking read that has become a modern classic of the YA genre.</p> <p>Imagine you're the only boy in a town of men. And you can hear everything they think. And they can hear everything you think. Imagine you don't fit in with their plans... Todd Hewitt is just one month away from the birthday that will make him a man. But his town has been keeping secrets from him. Secrets that are going to force him to run...</p>
<p>Year 9 Genre: Representation and Inclusion</p> <div style="border: 1px solid black; width: 80px; height: 50px; margin-left: 10px; margin-top: 10px;"></div> 	13+	<p>The trailblazing new novel from the Carnegie Medal shortlisted author of Run, Rebel.</p> <p>A trailblazing new novel about two teenagers from opposite worlds; The Crossing is a profound story of hope, grief, and the very real tragedies of the refugee crisis.</p> <p>Natalie's world is falling apart. She's just lost her mum and her brother marches the streets of Dover full of hate and anger. Swimming is her only refuge.</p> <p>Sammy has fled his home and family in Eritrea for the chance of a new life in Europe. Every step he takes on his journey is a step into an unknown and unwelcoming future.</p>

		<p>A twist of fate brings them together and gives them both hope. But is hope enough to mend a broken world.</p>
<p>Year 9 Genre: Representation and Inclusion</p>  <div data-bbox="300 568 432 734" style="border: 1px solid black; width: 83px; height: 74px; margin-left: 10px;"> <div style="border-bottom: 1px solid black; height: 20px; width: 100%;"></div> <div style="border-bottom: 1px solid black; height: 20px; width: 100%;"></div> <div style="border-bottom: 1px solid black; height: 20px; width: 100%;"></div> </div>	<p>11+</p>	<p>Fifteen-year-old Dua Iqbal has always had trouble minding her own business. With a silver-tongue and an inquisitive nature, a career in journalism seems fated. When her school merges with another to form an Academy, Dua seizes her chance and sets up a rival newspaper, exposing the controversial stories that teachers and the kids who rule the school would rather keep buried.</p> <p>Dua's investigations are digging up things she shouldn't get involved with about family, friends and her community and as exams rattle towards her, she needs to make some hard decisions about when to leave things alone. But when she discovers that some kids at school are being blamed for selling drugs when the real perpetrator is right in front of their noses, she can't keep quiet any longer.</p>
<p>Year 8 Genre: Representation and Inclusion</p>  <div data-bbox="284 976 416 1106" style="border: 1px solid black; width: 83px; height: 58px; margin-left: 10px;"> <div style="border-bottom: 1px solid black; height: 20px; width: 100%;"></div> <div style="border-bottom: 1px solid black; height: 20px; width: 100%;"></div> </div>	<p>14+</p>	<p>Suddenly, at just sixteen years old, Amal Shahid's bright future is upended: he is convicted of a crime he didn't commit and sent to prison. Despair and rage almost sink him until he turns to the refuge of his words, his art. This never should have been his story. But can he change it</p> <p>Punching the Air is about the power of art, faith, and transcendence in the most debilitating circumstances. It's our hope that all readers will experience the journey of a boy who finds himself in a heated moment where one wrong move threatens his future, and how he uses his art to express his truth, the truth.</p>
<p>Year 8 Genre:</p> <div data-bbox="113 1294 240 1503" style="border: 1px solid black; width: 80px; height: 93px; margin-left: 10px;"> <div style="border-bottom: 1px solid black; height: 20px; width: 100%;"></div> <div style="border-bottom: 1px solid black; height: 20px; width: 100%;"></div> <div style="border-bottom: 1px solid black; height: 20px; width: 100%;"></div> </div> 	<p>12+</p>	<p>October and her dad live in the woods. They know the trees and the rocks and the lake and stars like best friends. They live in the woods and they are wild. And that's the way it is.</p> <p>Until the year October turns eleven. That's the year October rescues a baby owl. It's the year Dad falls out of the biggest tree in their woods. The year the woman who calls herself October's mother comes back. The year everything changes.</p>
<p>Year 8 Genre: Real life</p> <div data-bbox="113 1659 240 1789" style="border: 1px solid black; width: 80px; height: 58px; margin-left: 10px;"> <div style="border-bottom: 1px solid black; height: 20px; width: 100%;"></div> <div style="border-bottom: 1px solid black; height: 20px; width: 100%;"></div> </div> 	<p>10+</p>	<p>The truth is out there somewhere . . . but how far is Jack willing to jump to find it? Jack Phillips's allergy to sunshine confines him to the shadows, leaving him lonely and at risk of life-threatening burns every time he steps into the light. Shadow jumping on the rooftops at dusk makes him feel alive. And free. But Jack's condition is suddenly worse than ever and only his missing scientist dad can save him. As Jack and his new friend, Beth, begin their frantic search and delve into his dad's past for clues, they have no idea what they are about to uncover. Shocking rumours and dark secrets bombard them at every turn. Jack is brave on the roofs. But can he find the courage to face the truth?</p> <p>A story about friendship, family, loss, bravery and overcoming adversity</p>

<p>Year 7 Genre: Real life</p> <div style="border: 1px solid black; width: 80px; height: 50px; margin-bottom: 5px;"></div> <div style="border: 1px solid black; width: 80px; height: 50px; margin-bottom: 5px;"></div> <div style="border: 1px solid black; width: 80px; height: 50px;"></div> 	<p>13+</p>	<p>A powerful story about friendship, loyalty and family around this topical and controversial issue' - Guardian</p> <p>'An engrossing story' - Daily Telegraph</p> <p>'That's all I ever did - watch and listen. I was always a spectator, never a participant. I didn't call that living. I was alive - but that was all.'</p> <p>Cameron is thirteen, and all he wants is a 'normal' life - friends, swimming, school, family.</p> <p>But his life is far from normal. Not every thirteen-year-old desperately needs a new heart because theirs doesn't work properly.</p> <p>Finally, one doctor offers hope.</p> <p>Cameron could - if he and his parents agree - take part in a radical and controversial procedure involving the transplant of a pig's heart into his human body.</p> <p>It's risky. And it's never been done before . . .</p> <p>While Cameron comes to terms with the idea, he finds the world around him is much less accepting.</p> <p>But surely everyone will understand that it's better to have a pig's heart that works than a human heart that doesn't - won't they . . .?</p>
<p>Year 7 Genre: Real life</p> <div style="border: 1px solid black; width: 80px; height: 50px; margin-bottom: 5px;"></div> <div style="border: 1px solid black; width: 80px; height: 50px; margin-bottom: 5px;"></div> <div style="border: 1px solid black; width: 80px; height: 50px; margin-bottom: 5px;"></div> <div style="border: 1px solid black; width: 80px; height: 50px;"></div> 	<p>11+</p>	<p>In this book, Stuart Lawrence talks about what he has learned from life – the tools that have helped him live positively and kept him moving forwards when times have been tough.</p> <p>Stuart Lawrence is the younger brother of Stephen Lawrence, the young man who, on 22 April 1993, at the age of just 18, was murdered in an unprovoked racist attack. Stuart is an educator and motivational speaker, dedicated to helping to transform the life chances of young people</p> <p>From role models to self-control, failure to imagination, Stuart's aim with this book is to use his own experience to help young people – to help all people – harness the good in themselves and in the world around them, using that fire of positivity to create change in their lives.</p>
<p>Year 7 Genre LBGTQ+</p> <div style="border: 1px solid black; width: 80px; height: 50px; margin-bottom: 5px;"></div> <div style="border: 1px solid black; width: 80px; height: 50px; margin-bottom: 5px;"></div> <div style="border: 1px solid black; width: 80px; height: 50px;"></div> 	<p>8+</p>	<p>A heart-warming story of kindness, courage and love in all its forms.</p> <p>Bea's family are happy. Like, really happy. Like, kind of gross but also cute happy. So when they visit London Pride together and have the ultimate day out, Bea doesn't think her family could possibly get any happier. But a year later, a grey cloud is following Bea's family around. Dad has passed away, and without him around they have no choice but to pack their bags and move to the countryside to live with Gran.</p> <p>With Bea's big sister, Riley, taking the news hard, Bea will do anything to cheer her up. So with the help of new friends, The Secret Sunshine Project is formed - Bea's plan to bring Pride to the countryside and a smile back to Riley's face. There's just one teeny tiny problem - the village mayor. A grumpy old woman who's on a mission to rain on Bea's parade . . .</p>

OAO Curriculum Recommended Reading List
English Sample

Year 7		
The foundations of society: making rules, stories, and patterns		
Myths + Antigone	Abrahamic Bible Stories & Beowulf	A Wrinkle in Time
<ol style="list-style-type: none"> 1. Rani and Sukh – Bali Rai 2. <u>Oh My Gods</u> – Alexandra Sheppard 3. The Knife of Never Letting Go – Patrick Ness 	<ol style="list-style-type: none"> 1. Bone Sparrow – Zana Fraillon 2. Children of Blood and Bone – Tomi Adeyemi 	<ol style="list-style-type: none"> 1. A Wind <u>In</u> The Door – Madeleine L'Engle 2. Swiftly Tilting Planet – Madeleine L'Engle 3. Masterminds – Gordon A Korman
Year 8		
Questioning the foundations of society: questioning rules, stories and patterns		
Romeo and Juliet	Romantic Poetry	Things Fall Apart
<ol style="list-style-type: none"> 1. Noughts and Crosses – Malorie Blackman 2. <u>Pride</u> – Ibi Zoboi 3. <u>Little Bit</u> – Alex Wheatle 4. Long Way Down – Jason Reynolds 	<ol style="list-style-type: none"> 1. Everything <u>Everything</u> – Nicola Yoon 2. <u>Binti</u> – Nnedi Okorafor 3. every Day – David Leviathan 4. Stay a little longer – Bali Rai 	<ol style="list-style-type: none"> 1. Arrow of God – Chinua Achebe 2. No Longer at Ease – Chinua Achebe 3. All The Light We Cannot See – Anthony Doerr
Year 9		
Fighting against the foundations of society: fighting against rules, stories and patterns		
Othello	The Harlem Renaissance	Anita & Me
<ol style="list-style-type: none"> 1. Natives: Race and Class in the Ruins of Empire by Akala 2. Buried beneath the baobab tree- <u>Adaobi Tricia Nwauabani</u> 3. Small Island – Andrea Levy 	<ol style="list-style-type: none"> 1. Becoming Billie Holiday – Carole Boston Weatherford 2. Harlem Summer – Walter Dean Myers 3. Does My Head Look Big in This? - <u>Randa Abdel-Fattah</u> 	<ol style="list-style-type: none"> 1. The Hate U Give – Angie Thomas 2. You're Not <u>The</u> Boss of Me! – Catherine Wilkins 3. What Momma Left Me – Renee Watson 4. Proud of Me – Sarah Hagger-Halt