



Literacy Interventions at Weaverham High School

Our Literacy Intervention Approach

At Weaverham High School, literacy is central to academic success and lifelong learning. We adopt an **evidence-informed, tiered approach** to ensure that every student can access the curriculum confidently and make meaningful progress. Guided by the Education Endowment Foundation's *Improving Literacy in Secondary Schools* (2020), our strategy combines whole-school initiatives with targeted support for those who need it most.

Three-Tiered Model of Support

Stage 1 – Quality First Teaching

- Literacy is embedded across all subjects through **disciplinary literacy**, where teachers make subject-specific reading and writing demands explicit.
- Strategies include teaching Tier 2 and Tier 3 vocabulary, modelling structured writing, and promoting oracy.
- Tutor-time reading sessions (e.g., *Read Aloud* and *Register, Read, Respond*) expose students to diverse texts and model fluent reading.

Stage 2 – Grouped Interventions

- Students identified through assessments (SATs, CATS, STAR Reading) receive **small-group support**.
- Programmes such as **Lexonik Leap** (phonics and fluency) and **IDL Literacy** (for dyslexic traits) are delivered during form time or in dedicated sessions.
- Accelerated Reader is used in KS3 to build reading fluency and enjoyment, with regular progress monitoring.

Stage 3 – Intensive 1:1 Support

- For students significantly below age-related expectations, we provide **bespoke one-to-one interventions** led by specialist staff.
 - Support focuses on phonics, comprehension, and fluency, with progress tracked closely and parents actively engaged.
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Additional Support for SEND Students

- Tailored programmes include assistive technology (e.g., reading pens, Claro Read), coloured overlays, and access arrangements.
 - Our dedicated provision, *The Hive*, offers small-group and one-to-one sessions for vulnerable learners.
 - Dyslexia advocates work with students to develop strategies for reading, writing, and memory.
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Impact and Monitoring

- Progress is measured through bi-annual STAR reading tests, Lexonik diagnostics, and intervention impact reports.
- Regular QA processes (learning walks, book looks, student voice) ensure interventions remain effective and responsive.
- Success is defined by improved reading ages, enhanced spelling accuracy, and increased engagement with reading.