



# Brownhills Ormiston Academy

## Literacy Policy

### Intent

At Brownhills Ormiston Academy, we believe that literacy is the foundation of learning and the gateway to a life of choice and opportunity. Strong literacy skills empower students to access the full curriculum, succeed academically, and thrive beyond school in further education, employment, and life. Our commitment is to ensure that every student develops the ability to read fluently, write with accuracy, speak with confidence, and listen with understanding.

We are committed to providing literacy support for all students through a curriculum and wider school culture that is structured around a three-part strategy:

1. Purposeful Intervention
  2. Disciplinary Literacy
  3. Culture of Reading
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# 1. Purposeful Intervention

At BOA, we recognise that some students require additional support to develop their literacy skills and achieve their full potential. Purposeful intervention is central to our strategy for ensuring that no student is left behind.

- We use Lexonic Advance and Leap intervention, delivered by trained members of staff, to provide expert, intensive phonics and reading comprehension support.
- This intervention is designed to rapidly improve reading fluency and confidence for students who need it most.
- Students are identified for this programme using their NGRT (New Group Reading Test) results, ensuring that support is targeted and evidence-based.
- Lexonic sessions are delivered during the school day for the equivalent of one-hour per week.

This personalised approach ensures that struggling readers make accelerated progress and are better equipped to access the wider curriculum.

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# 2. Disciplinary Literacy

At BOA, we believe that the curriculum is the “holy grail” of teaching reading, because it enables students to learn to read, write, speak and listen like experts in every subject discipline. Disciplinary literacy is at the heart of great teaching and learning.

- All teachers at BOA are teachers of literacy, supporting students to engage with the distinctive language demands of their subject.
- We use explicit vocabulary instruction to equip students with the academic language they need to understand, discuss, and apply new knowledge.
- We also use explicit sentence instruction, informed by The Hochman Method, to help students construct precise, fluent, and well-structured writing across the curriculum.

Through these approaches, students are supported to engage with challenging texts, express themselves effectively, and develop the literacy skills required to master each subject discipline.

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### 3. Culture of Reading

At BOA, we believe that “The More You Read, The More You Know”. A strong culture of reading not only raises achievement, but also enriches students’ lives, broadens their horizons, and inspires curiosity. Research shows that students who read regularly are more likely to:

- Achieve higher GCSE results
- Progress to university
- Secure better jobs and life opportunities

To nurture lifelong readers, we expect and encourage students to:

- Read for 20 minutes every night at home
- Carry their own book in their bag every day
- Borrow at least six books from our school library every year
- Become members of their local library and visit it regularly
- Read aloud to family members and engage in discussions about books at home.

Within school, we embed reading into the curriculum through DEAR (Drop Everything And Read), where students read for 10 minutes every week in lessons. This practice builds the habit of regular reading and provides time for students to recognise the importance of reading for pleasure.

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### Summary

At Brownhills Ormiston Academy, our literacy strategy is designed to ensure that every student becomes a confident, capable, and enthusiastic reader, writer, orator, and listener. By combining purposeful intervention, disciplinary literacy, and a rich culture of reading, we give our students the skills they need to succeed in school and beyond.

Literacy unlocks potential, and at BOA, we are committed to ensuring that all students leave us with the literacy skills they need to live a life of choice and opportunity.