



Oasis Academy Immingham
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 statistics¹ make clear that:

- Children who enjoy reading and writing are **happier** in their lives. The longer children maintain an enjoyment of reading, the greater the benefits are in the classroom.
- However, **1 in 8 disadvantaged children** in the UK say that they do not even have a book of their own.
- As a result, **1 in 6 adults** in England (7.1 million people) have a reading age below 11 years old and struggle as a result to access the jobs, healthcare and other services they need.
- Low literacy levels lead to educational and social exclusion, with **more than 50%** of teenagers in youth custody having reading ages below 11 years old.
- Finally, and most shockingly, children born into communities with the most serious literacy challenges have some of the **lowest life expectancies** in England, dying on average 7 years earlier than their most affluent peers.

It is clear that an increased level of literacy leads to a longer and happier life, which must be a priority for all Oasis Academies. It is also clear that children whose literacy skills are underdeveloped when they join secondary school require additional support and attention to help them to close gaps with their peers and achieve the outcomes they deserve.

Therefore, the vision for literacy at OCL is simple: for no child to be left behind. Shared literacy and language are important in the ways in which we communicate and also the ways in which we understand and respect each other.

The Localised Literacy Plan should be read in conjunction with the OCL Literacy Policy, which is rooted in academic research and is heavily influenced by the EEF's guidance report on 'Improving Literacy in Secondary Schools'.²

The OCL literacy policy is underpinned by 5 key levers:

- **Disciplinary literacy.**
- **Reading fluency.**
- **Intervention.**
- **Vocabulary.**
- **Enjoyment and exploration through literacy.**

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

² Education Endowment Fund, '[Improving Literacy in Secondary Schools: Guidance Report](#)'

OCL DRIVE up Literacy standards

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

Academy Context

Oasis Academy, Immingham, is an 11-16 comprehensive academy which serves the population of Immingham and the surrounding areas. In October 2025, there were 578 students on roll.

Oasis Academy Immingham serves one of the most disadvantaged communities in the UK, the immediate local area is within the 10% most deprived neighbourhoods in the UK³. Immingham is geographically isolated, with few students aspiring to leave the town.

Literacy has been identified as an area for improvement in OAI's 2021 OFSTED report *"Leaders have identified reading skills as a key barrier to learning and some departments have developed more extended reading tasks. However, this is not widespread enough and learners are not getting enough opportunity to read longer, more complex texts. Leaders should build on existing good practice and develop the use of extended reading texts more widely across the curriculum."*

In September 2025, Oasis Academy Immingham launched a partnership with John Leggott College, with part of the school now designated as an Engineering Hub for students in Years 12 and 13 who attend JLC. This is an exciting opportunity for Oasis Immingham to work in partnership with local colleges, and possibly expand the provision of the school.

Key cohorts:

Oasis Academy Immingham currently has 5.2% of students who have English as an Additional Language, with a significant proportion of those students living in families of Polish and Bulgarian origin.

³ UK Local Area (2019). IMD. Available at: <https://uklocalarea.com> (accessed 04/07/2022)

15.4% of students are named on the SEND register (SEN K&E), with 46.7% of students at Oasis Academy Immingham being classed as disadvantaged.

At Oasis Academy Immingham, our wish is that our children leave here with a broad range of qualifications, which allow them to fulfil their aspirations for the future. We believe that all children have excellence within them and it is our mission to unlock that potential; every child is valued and is an important member of our Academy family.

Reading age data:

NGRT – Autumn 2025

Year 7 cohort – 115 students

104 completed NGRT

	Number of students	Percentage of total cohort
SAS above 100	67	64
SAS below 100	37	36
Reading age below 9	11	11
Reading age 9-12	52	50
Reading age 12+	64	62
Reading age 17+	5	5

Year 8 cohort – 107

107 completed NGRT

	Number of students	Percentage of total cohort
SAS above 100	69	64
SAS below 100	38	36
Reading age below 9	22	21
Reading age 9-12	34	32
Reading age 12+	66	62
Reading age 17+	6	6

Year 9 cohort – 122

112 completed NGRT

	Number of students	Percentage of total cohort
SAS above 100	65	58
SAS below 100	47	42
Reading age below 9	12	11
Reading age 9-12	37	33
Reading age 12+	79	71
Reading age 17+	17	15

Year 10 cohort – 115
97 completed NGRT

	Number of students	Percentage of total cohort
SAS above 100	62	64
SAS below 100	35	36
Reading age below 9	13	13
Reading age 9-12	17	18
Reading age 12+	79	81
Reading age 17+	20	21

Year 11 cohort – 119
81 completed NGRT

	Number of students	Percentage of total cohort
SAS above 100	41	51
SAS below 100	40	49
Reading age below 9	7	9
Reading age 9-12	19	23
Reading age 12+	68	84
Reading age 17+	24	30

DRIVE Level 1: 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 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.

Reading

Teachers have a responsibility to help students to become confident, skilled, critical and reflective readers of all kinds of texts:

At Oasis Academy Immingham, students have access to a wide range of fiction and non-fiction texts across the whole curriculum. Whilst reading material is predominantly defined by individual departments and unit focus per term, students also have the freedom to access reading material based on their own individual interests and at their specific reading level.

Time is given in both tutor and in lessons to develop reading both silently and aloud. Students are also given the opportunity to read as part of a group. Reading can take the form of choral reading with the class teacher, reading aloud from a designated text, or independent reading. Students are exposed to texts that allow them to develop an understanding of the wider world, and the history that has shaped the world we live in today. They can access reading material both to support their academic journey, and also for pleasure and to develop a love of reading. Students are encouraged, at every stage, to become independent and confident readers across the whole curriculum.

Strategies to support learning:

- High quality curriculum planned with a range of thought-provoking and engaging texts, both fiction and non-fiction.
- teachers frequently read to students in order to model best practice and high quality spoken language
- teachers have been trained on effective strategies for extended reading with students, including: control the game, choral reading, pupil response
- teachers incorporate checks for understanding following extended reading to ensure comprehension from students
- teachers are aware of students' reading ages when this will inhibit their learning, in particular our weakest readers who engage with intervention
- students access Sparx Reader during tutor time – this allows them to access non-fiction and fiction extracts from a wide range of curriculum areas

- reading for pleasure is promoted in all lessons
- teachers use questions effectively to develop students' independent reading comprehension, as well as tracking students' reading in their reading diaries
- key words are explicitly taught in lessons, alongside an image chosen from the Noun Project, and referred back to frequently to encourage correct pronunciation and usage within a sentence
- where applicable, etymology is used to encourage a broader knowledge of word stems and meanings
- students are able to make use of the Wheelers digital library with access of over 2000 texts
- the library contains relevant subject material, including high quality non-fiction texts which link to students' studies across the curriculum
- Staff as role models to promote reading for pleasure amongst students

Reading for pleasure:

Students at Oasis Academy Immingham are encouraged to visit the well-stocked library at break and lunchtimes. Clubs also take place at these times to offer a gateway into the library for students who might not otherwise visit.

Students in KS3 are also able to visit the library each week in one of their English lessons. There, they are supported by the class teacher and the librarian to choose books from the library to read for pleasure in a more relaxed and social setting.

Writing

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:

Strategies:

- The Hochman method is delivered to allow students to learn how to construct sentences that are accurate and challenging, and that build literacy and thinking skills across the whole curriculum.
- students are taught to write in a variety of forms across all subjects e.g. non-fiction forms such as articles, speeches and reports as well as fiction writing
- students make use of model answers as supplied by teachers which help to promote excellency in written work
- vocabulary instruction is embedded in all subjects to ensure students have access to versatile tier 2 vocabulary
- scaffolding is used to support writing as appropriate
- marking of writing is supportive and encourages reflection and improvement
- teachers encourage students to draft and 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
- 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
- the links between quality reading and writing are made clear. Students are able to mimic a sophisticated writing style as seen in non-fiction texts studied during lesson time
- correct spelling is taught and valued but not in a way that discourages students from being adventurous with vocabulary
- marking corrects spelling as per the marking policy
- students take pride in their written work and follow expectations of presentation
- teachers make use of spelling tests in GRIT lessons and use live GRIT during lessons to give feedback of SPaG
- KS3 trackers and GCSE mark schemes are used with students to help support their understanding of writing expectations, and to form the basis of clear success criteria for written tasks.

Oracy

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

Strategies:

- teachers model excellent practice when speaking to students to encourage use of high quality spoken English
- student's own speech is corrected to reflect standard English where applicable
- debate and discussion are incorporated into lessons across the curriculum to encourage high quality and challenging conversation which will prepare students for the world of higher education or work
- students are given opportunities to speak publicly in their oracy lessons
- active listening is explicitly taught across the curriculum and recognised as an important lifelong skill
- every student has the opportunity to participate in public speaking activities through drama, oracy and extracurricular clubs
- all students have the opportunity to see external speakers or high quality performance in the arts to encourage excellence in spoken English
- 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
- students are explicitly taught elements of spoken language skills, such as voice projection, body language for performance and organising discussion
- students are encouraged to read aloud to others in lessons across the curriculum, as well as utilising community volunteers and paired readers to encourage our weakest readers to read aloud.

All Oasis academies audit disciplinary provision across the curriculum and identify clear literacy priorities across all curriculum subjects. Curriculum/subject leads are required to complete **subject-specific disciplinary literacy action plans** in order to review the literacy instruction currently provided in each subject area and plan next steps for the development of the curriculum.

Academy Disciplinary Literacy Audit

The previous disciplinary literacy audit identified the following areas of focus in department areas. An updated audit will be carried out to ascertain the success of actions taken and new areas of focus for the academic year.

Subject or faculty	Identified priority area/s	Action	Resources needed
English	Pupil reading ages Inclusion of high-level non-fiction texts at KS3 to prepare for KS4	<ul style="list-style-type: none"> • NGRT test data to be used to inform intervention e.g. Reading Plus and phonics • CPD to embed non-fiction reading across lessons at KS3 	<ul style="list-style-type: none"> • NGRT data
Maths	Situational maths questions and breaking down longer questions.	<ul style="list-style-type: none"> • Designated structure for breaking down longer maths questions/problems • Visualiser CPD on breaking down questions 	<ul style="list-style-type: none"> • Resource creation
Science	<ul style="list-style-type: none"> • Long answer responses (6 mark answers) – reading and identifying the focus of the response and then planning their answer to meet this • MCQs – read and tell the difference between the options on these questions • Cognitive load for LPA (resilience with tier 3 vocabulary) 	<ul style="list-style-type: none"> • Designated structure for each discipline as a starting point for long answer responses • Tier three vocab teaching CPD 	<ul style="list-style-type: none"> • Structure creation • CPD – tier 3 vocabulary
MFL	Question words (how/why/what) – students struggle with the translation – lower frequency Tenses and explicit teaching of grammar	Deliver CPD on and tenses/grammar alignment with English	CPD – “art of the sentence” for tenses

	Embedding of explicit teaching of vocabulary		
Engineering	<ul style="list-style-type: none"> Embedding of explicit teaching of vocabulary/ key words Climbing up the vocabulary ladder (so that students can justify their work and analysing) – because/but/so to expand their ideas 	Deliver CPD on use of the writing revolution in written work to justify/analyse/explain	The Writing Revolution – writing curriculum slides Example slides for written work
History	<ul style="list-style-type: none"> Resilience when faced with extended reading, particularly in LPA 	<ul style="list-style-type: none"> Support teachers with reading ages of students and CPD on how to adapt teaching to low reading ages. 	<ul style="list-style-type: none"> NGRT data
Geography	<ul style="list-style-type: none"> Wider reading and cultural knowledge – geography in the real world 	<ul style="list-style-type: none"> Appropriate articles included in to cover wider reading around subject in lessons such as literacy 	<ul style="list-style-type: none"> Articles and relevant information for literacy lessons, SPH CPD on extended reading
R.E	<ul style="list-style-type: none"> Command words Express an understanding that there are multiple interpretations within a religion of the same texts – multiple interpretations Tier 3 vocabulary 	<ul style="list-style-type: none"> Support with teaching of tier three vocabulary and application of genre 	<ul style="list-style-type: none"> CPD
Art	<ul style="list-style-type: none"> Key words and oracy skills (pupils being able to explain the 'journey' through the course) Key word inclusion in lessons 	<ul style="list-style-type: none"> Continue to work with VCA on key word inclusion in lessons Provide slides from oracy lessons to assist with pupil oracy skills 	<ul style="list-style-type: none"> Oracy lessons slides Versatile vocabulary bank
P.E	<ul style="list-style-type: none"> Writing structures needed to answer longer questions e.g. PEE Structure an essay (particularly informative) 	<ul style="list-style-type: none"> Work with AHA on structuring answers 	<ul style="list-style-type: none"> CPD
Health and social care	<ul style="list-style-type: none"> Extended answers – how to identify key information from a question and include this in an answer How to structure an extended piece of writing 	<ul style="list-style-type: none"> Using visualisers when working on exam texts 	<ul style="list-style-type: none"> Visualisers
Food technology	<ul style="list-style-type: none"> Key terms used for that subject, teaching tier 3 vocabulary as well as embedding tier 2 across KS3 	<ul style="list-style-type: none"> Versatile vocabulary to be incorporated into lessons 	<ul style="list-style-type: none"> Versatile vocabulary slides (all made and in the drive)
Performing arts/drama	<ul style="list-style-type: none"> Students' oracy and willingness to speak in lessons Embedding vocabulary and written work 	<ul style="list-style-type: none"> Oracy lesson slides to encourage spoken language and performance in students 	<ul style="list-style-type: none"> Versatile vocabulary slides (all made and in the drive) Oracy lessons

DRIVE Level 2: Reading Fluency

While there are elements of literacy that are subject-specific, there are also key components of literacy instruction that can be used across the curriculum to secure a culture of reading and drive progress in reading for all students. Reading Fluency refers to the importance of having designated reading, comprehension and vocabulary practice as a part of both subject curriculum and whole academy planning. As such, reading fluency is a core part of the Oasis 2030 strategy and OCL curriculum statement of intent and is therefore a priority for development across Oasis Academies.

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 students tested on NGRT at the start of the autumn term. All students Y7-Y10 tested on NGRT in the summer term. NGRT data used by all staff to inform planning. Sparx reader tests carried out at the start of the autumn term, and at the end of the spring term to assess progress.	SCR	All classrooms where reading is taking place including tutor time
Whole school reading approach	Staff are given CPD on strategies for classroom reading, focusing on: <ul style="list-style-type: none"> • Application of the strategy • Making students accountable • Selecting the appropriate strategy for different groups/text types Control the game Class response reading Choral reading	SCR	All classrooms where reading is taking place including tutor time
Whole school literacy strategies	<ul style="list-style-type: none"> • Vocabulary instruction • Live GRIT of SPaG • Whole class spelling tests 	SCR	All classrooms where reading is taking place including tutor time

used (not including intervention)	<ul style="list-style-type: none"> • 40 minutes of Sparx Reader per week in KS3 (20 mins in tutor time and 20 mins in English lessons) • Challenge reading extracts • Turn and talk (face partners and shoulder partners) • Weekly Sparx Reader homework • Writing instruction for subject discipline 		
Planned CPD	<ul style="list-style-type: none"> - OAI Literacy – how to deliver literacy sessions - Versatile Vocabulary training – how to teach vocabulary - Reading intervention 	SCR	INSET and scheduled CPD time

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.

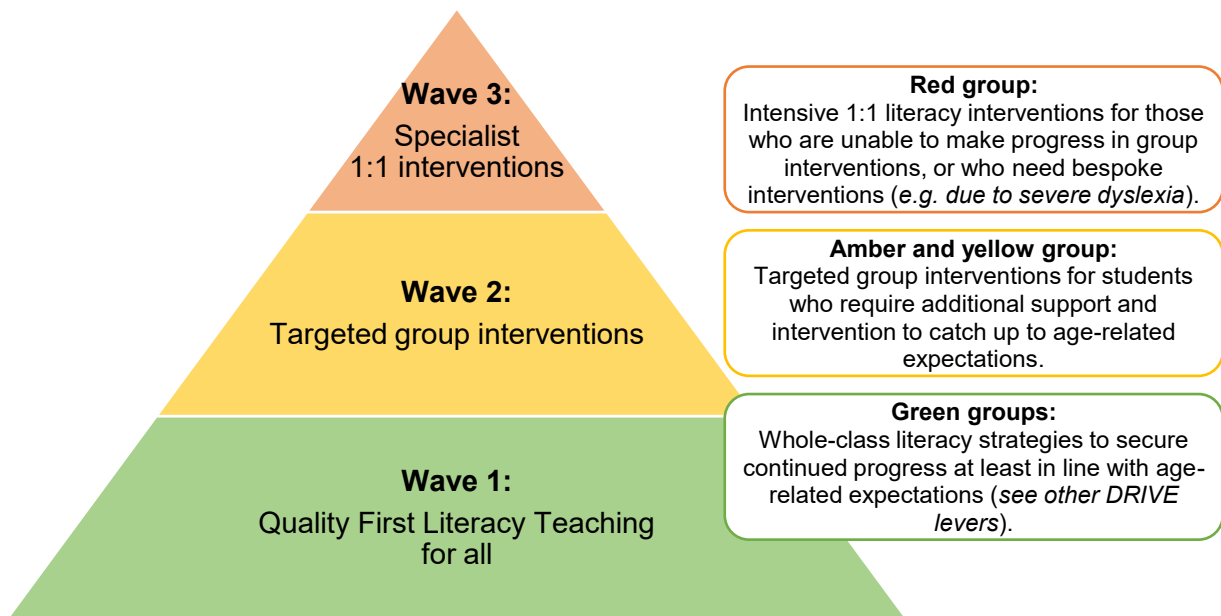
All Oasis academies take a graduated approach to intervention, moving from whole class teaching through small group tuition to one-to-one support, to ensure that appropriate, meaningful and measurable interventions are targeted at the right students to drive accelerated progress in literacy and ensure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



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 Immingham 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:

Wave	Intervention	Entry Criteria	Description	Baseline assessment and success criteria for completion at Wave 2 and 3
Wave 1	Disciplinary literacy (all academies)	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
	Sparx Reader homework	All students	Students in KS3 are expected complete 500 SRP per week, which equates to 50 minutes of careful reading. 20 minutes take place in tutor time reading, 20 minutes in English lessons, with the remainder completed at home or in homework club. Students are able to practice and develop reading fluency and language comprehension pitched to their needs through the online platform.	
	Sparx Reader whole-school approach	All students	Students in KS3 have access to 20 minutes per week in tutor time, and 20 minutes in English lessons where students can practise reading fluency and language comprehension pitched to their needs through the online platform.	
Wave 2	Sparx Reader small group interventions (all academies)	Yellow and/or amber group	Small-group interventions targeted at students who need additional support with aspects of reading fluency and language comprehension. This online intervention provides students with additional opportunities to develop literacy skills pitched to their needs, with support and personalised intervention provided by the librarian or a trained TA who oversees the group.	Baseline: NGRT and Sparx Reader placement test SC: TBD by academy
	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	Baseline: NGRT and FS diagnostic SC: Successful completion of FS diagnostic – exit passage

			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.	
Wave 3	1:1 Fresh Start phonics (<i>all academies</i>)	Red group	Daily 1:1 interventions targeted at students reading significantly below age-related expectations, who are unable to make progress in a group setting, or who are new-to-English language speakers. See above for description of the curriculum.	Baseline: NGRT and FS diagnostic SC: Successful completion of FS diagnostic – speed sounds (& passage 1)

Intervention Timetable:

	Monday	Tuesday	Wednesday	Thursday	Friday
TT	Year 10 group	Year 11 group			
P1	Ruth Miskin Speed Sounds part 2		RM Modules 11-15	RM Modules 11-15	RM Speed Sounds part2
P2	RM Modules 1-3		comprehension	RM Modules 26-33	1 Hour Lunch
Break					
P3	Comprehension group	Comprehension group	Comprehension group	1 Hour Lunch	Comprehension group
P4	1 Hour Lunch	1 Hour Lunch	Comprehension group	Comprehension group	Comprehension group
Lunch			1 Hour Lunch		
P5	Comprehension group	RM Modules 4-13	Comprehension group		Comprehension group

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.

Tier 2 Vocabulary

Cross curricular Tier 2 vocabulary is identified in the tables below.

Tier 2 vocabulary that is subject specific can be found mapped across the whole OCL curriculum for Year 7 through to Year 11.

Cross-Curricular Versatile Vocabulary Y7

Exploring patterns and making connections within and between subjects

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> , size, 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> .
Confusion, disorder	turmoil	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 someone or something <i>reinforces</i> a feeling or situation, it makes it stronger.	reinforce	undermine	If you undermine someone or something, you deliberately reduce their power.
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 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.
The <i>interior</i> of something or someone is its inside.	interior	exterior	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.	innocent	corrupt	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.	inferior to	superior to	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.	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> .
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>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 decisions and thoughts are <u>based</u> on reason <u>rather</u> than on <u>emotion</u> .
Potency is the power and <u>influence</u> that a person, action, <u>idea</u> or substance has to <u>affect</u> or change something else.	potency	impotency	If someone <u>feels</u> impotent , they feel that they have no power to <u>influence</u> people or events.
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 Y8

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)
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 .
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.
Something permanent lasts forever.	permanent	ephemeral	Something ephemeral lasts for a short time; it is temporary.
If someone or something reinforces a feeling or situation, it makes it stronger.	reinforce	undermine	If you undermine something, you make it weaker.
A moral 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 immoral , their behaviour is wrong.
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.
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 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.
<i>Homogeneous</i> is used to describe a group or thing which has members or parts that are all the same.	homogeneous	heterogeneous	A <i>heterogeneous</i> group consists of many different types of things or people.

Versatile Vocabulary – KS4			
Solid, real	Concrete	Abstract	Not physical; an idea
Tidy, controlled, clear	Order	Chaos	Confusion, disorder
Difficult to harm	Secure	Vulnerable	Easy to harm, fragile
Stubborn, unchangeable	Dogmatic	Malleable	Able to be changed, flexible
Stable, the same	Constant	Volatile	Unpredictable, uncertain
Every so often	Intermittent	Perpetual	Cyclical, repetitive, incessant
Can be touched, real	Tangible	Intangible	Cannot be touched
Expected, logical, usual	Natural	Supernatural	Beyond laws of nature, magical
Expected, logical, usual	Normal	Abnormal	Beyond what is expected
Logical, using reason	Rational	Emotional	Using mood or feelings
Lasting forever	Permanent	Ephemeral	Lasting for a short time, temporary
Make stronger, support	Reinforce	Undermine	Deliberately weaken
Right, good	Moral	Immoral	Wrong, bad
Kind, good	Benevolent	Malevolent	Unkind, evil
Inside	Interior	Exterior	Outside
Less than	Inferior to	Superior to	Better than
The worst imaginable world	Dystopia	Utopia	The best imaginable world
Staying still	Static	Active	Moving
Hunted	Prey	Predator	Hunter
Free	Liberated	Imprisoned	Trapped
Generous, loves people	Philanthropic	Misanthropic	Mean, hates people
Sends out	Transmit	Deflect	Sends in another direction

Reflects light	Lustrous	Dull	Lacks brightness
Makes a sound	Sonorous	Muted	Lacks sound
Able to change	Flexible	Brittle	Easily broken
Sudden and severe	Acute	Chronic	Continuing for a long time
Used without damage	Sustainable	Finite	Will run out
An abrupt change of course	Tangent	Parallel	Similarities, runs alongside

Tier 3 Vocabulary

Tier 3 vocabulary that is subject specific can be found mapped across the whole OCL curriculum for Year 7 through to Year 11.

DRIVE Level 5: Enjoyment and exploration through literacy

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.

At Oasis Academy Immingham, we encourage our students to see reading as a valuable and pleasurable skill that enables them to make sense of the world around them and empathise with their community and the wider communities beyond. We believe our students have the right to become confident, fluent and skilled readers.

We understand that giving our students regular opportunities to read for pleasure allows them to develop confidence in their reading ability and enhances their communication skills and imagination, allowing them to be ready for the world beyond school.

To support reading for pleasure, all students in KS3 have weekly timetabled reading time in tutor using Sparx Reader. Tutors monitor student progress throughout the session and discuss the books students are reading to promote reading as a social and enjoyable activity.

Students in Year 7 and Year 8 participate in Book Buzz, run by the Book Trust, whereby they receive a book of their choice from a selection of 16 which is free to them. Excitement around the selection of books is developed in English lessons, and this is built upon when the books are delivered to the students. Students are encouraged to see this for the wonderful opportunity it is, and to delight in the gift of a new book of their own choosing.

Students are also given the opportunity to visit the school library in English lessons to explore the wide range of texts on offer, read a variety of books from many genres, and take enjoyment from having the opportunity to read together and discuss books in a relaxed and social atmosphere.

National events, such as World Book Day, are celebrated across the school, with WBD 2026 already in development across the curriculum, this year centred around the works and life of Roald Dahl. And opportunities such as live web events with authors are explored to allow students to interact with a range of writers and subjects, and develop an interest in the writing process and a wealth of reading topics.

Oasis Academy Immingham reading pledge

1. All year 7 students will be given a book of their own to keep.
2. All students will read one book per year in full by a BAME/ LGBTQ+ author in Key Stage 3.
3. All students will read one text from a non-British writer per year
4. All students will have the opportunity to read academic non-fiction texts in lessons, as well as write their own longer fiction or non-fiction piece per year in their own style or the style of one of the authors read/studied each year.
5. All students will have the opportunity to read to others and be read to each week.
6. All students will be taught vocabulary which is versatile and applicable to the world beyond school.
7. All students will be taught speaking and listening skills which prepare them to present and speak to an audience
8. All students will have access to Sparx Readers, an adaptive literacy intervention programme, to be used in school and beyond.
9. All students will be taught the value and importance of reading.
10. All students will have the opportunity to borrow a book from our library

Oasis Academy Immingham recommended reading list:

Year 7		
The foundations of society: making rules, stories and patterns		
Myths + Antigone	Abrahamic Bible Stories + Beowulf	A Wrinkle in Time
Bali Rai, Rani and Sukh Alexandra Sheppard, Oh My Gods Patrick Ness, The Knife of Never Letting Go	Zana Fraillon, Bone Sparrow Tomi Adeyemi, Children of Blood and Bone	Elizabeth Laird, Welcome to Nowhere Onjali Q. Rauf, The Boy at the Back of the Class Sue Cheung, Chinglish
Year 8		
Questioning the foundations of society: questioning rules, stories and patterns		
Romeo and Juliet	Romantic Poetry	Things Fall Apart
Malorie Blackman, Noughts and Crosses Ibi Zoboi, Pride Alex Wheatle, Little Bit Jason Reynolds, Long Way Down	Nicola Yoon, Everything Everything Nnedi Okorafor, Binti David Leviathan, Every Day Bali Rai, Stay a Little Longer	Angie Thomas, The Hate U Give Sarah Raughley, The Effigies Nnedi Okorafor, Akata Witch Alex Wheatle, Homeboys
Year 9		
Fighting against the foundations of society: fighting against rules, stories and patterns		
Othello	The Harlem Renaissance	Anita and Me
Akala, Natives: Race and Class in the Ruins of Empire Adaobi Tricia Nwaubani, Buried Beneath the Baobab Tree Andrea Levy, Small Island	Carole Boston Weatherford, Becoming Billie Holiday Walter Dean Myers, Harlem Summer Randa Abdel-Fattah, Does My Head Look Big in This?	I am Malala - Malala Yousafszai The Crossover - Kwame Alexander Divergent - Veronica Roth