

Section 8

Executive Summary-

Literacy Implementation: Executive Summary



Reading

<u>Quality First Teaching</u>	<u>Intervention</u>	<u>Reading Culture</u>
<p>Vocabulary: Explicit instruction explores disciplinary vocabulary within/outside lesson context and considers polysemous meanings.</p> <p>Reading Comprehension: A reciprocal reader approach (Before, During, After) is systematically applied in lessons to support students with their decoding and language comprehension. This is mirrored in the P&A curriculum through 'Read More. Know More.'</p> <p>Reading Fluency: Teachers model accuracy, automaticity and prosody by reading texts aloud to students.</p>	<p>Students significantly below their chronological RA are placed upon the Reading Extra pathway: Students receive one didactic reading lesson fortnightly led by a specialist, access to decodable books and intervention through the Lexonik programme.</p> <p>Lexonik is an adult led, classroom-based intervention programme that aims to diagnose and improve upon phonics gaps a student may have through a personalised learning pathway. The pathway comprises one didactic reading lesson every two weeks from a specialist- may include phonics, decoding (word level), fluency and comprehension. Access to appropriate decodable book is also monitored by specialist.</p> <p>Student Services Students will continue to undergo a WRAT test upon entry to Y7 and where appropriate, benefit from a planned intervention programme for the duration of a term.</p>	<p>Reading for Pleasure: The P&A curriculum is enriched through a well-planned 'Reading for Pleasure' programme which immerses students in fictional writing, allowing them to develop their love for reading. Students have access to Sparx reader as part of their Home Learning programme.</p> <p>Opportunity: Our reading culture is strengthened by providing numerous opportunities for students to access a range of texts: Read More Know More P&A Sessions, The Book Exchange, Y7 Pop-Up Library, a weekly Book Club.</p> <p>Library Learning Centre: Our superbly resourced LLC encourages students to keep reading through engaging competitions and supporting their participation in annual events such as World Book Day.</p>

Writing

<p>Technical accuracy: Students are expected to write using standard English and basic punctuation, spelling and grammar are taught explicitly.</p> <p>Modelling: In addition to technical accuracy, teachers model effective organisation of material (sentence structure, paragraphing, headings/ subheadings).</p> <p>Proofreading: "If it is not proofread it is not finished" Students are expected to seek out and correct errors before submitting work for marking. Staff are encouraged to dedicate reflection and proofreading time in recognition that it will take time and effort to train students to do this proficiently.</p> <p>Presentation: Students are guided on how to produce neat and presentable work; ensuring each piece of work has a clear heading and date (including recall and home learning tasks).</p>	<p>Marking for Literacy</p> <p>Expectations: It is not expected that teachers correct/ identify every literacy error in every piece of written work.</p> <p>In line with the Curriculum Area policy, teachers should use the codes below to support the development of students' literacy skills.</p> <p>(Sp) Spelling error (Gr) Grammatical error</p> <p>Accuracy (A): Other errors and/or improvements in written communication are highlighted under the general category for 'accuracy'. When appropriate, a specific formative comment will be provided to target the area for development; whether this be improved SPaG and/or the need to improve illegible/careless work.</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Spoken Language

Students are guided in effective spoken language communication by embedding explicit teacher instruction of oracy skills into the implementation of **structured talk tasks, whole class discussions and presentational talk**. The key oracy skills are:

PHYSICAL

LINGUISTIC

COGNITIVE

SOCIAL

