

Section 8

Executive Summary



Literacy Implementation: Executive Summary

Reading

Quality First Teaching	Intervention	Reading Culture
Vocabulary: Explicit instruction explores and deconstructs disciplinary vocabulary within/outside lesson context and considers polysemous meanings. 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.' Reading Fluency: Teachers model accuracy, automaticity and prosody by reading texts aloud to students.	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 Lexonic programme. Lexonic 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. 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.	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. 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. 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.

Writing

	Marking for Literacy
Technical accuracy: Students are expected to write using standard English and basic punctuation, spelling and grammar are taught explicitly. Modelling: In addition to technical accuracy, teachers model effective organisation of material (sentence structure, paragraphing, headings/ subheadings). 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. 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).	Expectations: It is not expected that teachers correct/ identify every literacy error in every piece of written work. In line with the Curriculum Area policy, teachers should use the codes below to support the development of students' literacy skills. (Sp) Spelling error (Gr) Grammatical error 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.

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



Key word: Dissolve		
Define it:	Say it:	Inside the lesson...
To mix completely into a liquid so it becomes one uniform mixture.	di sol v	To dissolve is the process in which a substance (the solute) spreads evenly throughout a liquid (the solvent) at a microscopic level, forming a uniform solution, without the solute undergoing a chemical change.
		
Word deconstruction		
Prefix	Root	Suffix
dis > apart / away	solve > loosen / untie	English / Drama History Everyday
Outside the lesson...		
The tension between the characters began to dissolve as they talked. In 1536, Henry VIII dissolved the monasteries. I dissolved an aspirin in water.		

Before	Activate prior knowledge	Make predictions	Chunk text	Clarify vocabulary
During	Why was Thomas' life in danger? What do you think Henry's next move will be?			
	The four knights with one attendant entered. They were received with respect as the servants of the King. The servants who waited on the Archbishop invited them to the table. They rejected the food, thirsting rather for blood. The Archbishop was informed that four men had arrived who wished to speak with him. He consented and they entered. agreed			
	The knights sat for a long time in silence. After a while, however, the Archbishop turned to them, and carefully scanning the face of each one he greeted them in a friendly manner, but the wretches, who had made a treaty with death, answered his greetings with curses. Unfortunates Pact			
After	Fitz Urse, who seemed to be the chief and the most eager for crime among them, breathing fury, broke out in these words, "We have something to say to thee by the King's command.... The King commands that you depart with all your men from the kingdom... from this day there can be no peace with you, or any of yours, for you have broken the peace." you			
	At this point, who would you blame for the murder of Thomas Becket and why?			
Pin down the learning		Big question?		

Talk Task			
	Physical	- Voice projection - Pronounce words with clarity - Maintain good eye contact	
	Linguistic	- Speak in full sentences using Standard English - Vocabulary	
	Cognitive	- Give reasons to support views - Build on the views of others - Structure. Organisation. Timing	
	Social	- Turn taking - Listening and responding appropriately - Liveliness and flair	

Presentational Talk					
	Physical	- Voice projection - Pronounce words with clarity - Pace and tonal variation	- Gestures and posture - Facial expression and eye contact	Body Language	
	Linguistic	- Vocabulary - Appropriate vocabulary choice	- Language - Speak in full sentences - Standard English	- Rhetorical techniques - Metaphor, humour and irony	
	Cognitive	- Content - Choice of content - Build on the views of others	- Structure and organisation - Clarifying - Asking questions - Summarising	- Self-regulation - Maintaining on task - Time management	- Reasoning - Give reasons to support views - Challenge the views of others
	Social	- Working with others - Guiding or managing interactions - Turn taking	- Listen & respond - Listening actively and responding appropriately.	- Confidence in speaking - Self-assurance - Liveliness and flair	- Audience awareness - Taking into account the level of understanding of the audience.

