

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 lesson context and, where appropriate, the polysemous meanings of Tier 2 terms.</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.</p> <p>Reading Fluency: Teachers model accuracy, automaticity and prosody by reading texts aloud to students.</p>	<p>Students significantly below their chronological RA: The 'Star Reader Programme' provides a diagnostic assessment of reading skills/ages. A select group of KS3 students benefit from fortnightly Lexia intervention (during English lesson time), to support development in their specified area of need. In addition, class-size is minimised (additional sets and teachers) to maximise the impact of direct teaching.</p> <p>Reset: Students experience small group tuition twice a week with a qualified HLTA. These students are also enrolled on the Lexia programme with dedicated time given to improving reading within their bespoke curriculum.</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 'guided reading' programme which immerses students in fictional writing, allowing them to develop their love for reading.</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 style="text-align: center;">(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>
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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
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Key word: Avenge (verb vengeance)	
Say it: A venj 	Define it: Inflict harm in return for (an injury or wrong done to oneself or another). 
Use it – outside the lesson  Maximus promised to <u>avenge</u> the murder of his family.	Use it – outside the lesson  The <u>avengers</u> protect global stability from inner or extra-terrestrial threats.
Use it - <u>inside</u> the lesson	Henry II was outraged at Thomas Becket's latest action and in a rage, shouted for his Knights to <u>avenge</u> him. 

Before	Activate prior knowledge	Make predictions	Chunk text	Clarify vocabulary
During	<ul style="list-style-type: none"> Ask questions Check understanding Summarise 	<p>Why was Thomas' life in danger? What do you think Henry's next move will be?</p> <p>agreed</p> <p>Unfortunates</p> <p>Pact</p> <p>you</p>	<p>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 <u>agreed</u> who wished to speak with him. He consented and they entered.</p> <p>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 <u>treaty</u> with death, answered his greetings with curses.</p> <p>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."</p>	
After			Pin down the learning	Big question?
				At this point, who would you blame for the murder of Thomas Becket and why?

Talk Task	
	<ul style="list-style-type: none"> Voice projection Pronounce words with clarity Maintain good eye contact
	<ul style="list-style-type: none"> Speak in full sentences using Standard English Vocabulary
	<ul style="list-style-type: none"> Give reasons to support views Build on the views of others Structure. Organisation. Timing
	<ul style="list-style-type: none"> Turn taking Listening and responding appropriately Liveliness and flair

Presentational Talk						
Physical 	Voice	<ul style="list-style-type: none"> Voice projection Pronounce words with clarity Pace and tonal variation 	<ul style="list-style-type: none"> Gesture and posture Facial expression and eye contact 	Body Language		
	Linguistic 	Vocabulary	<ul style="list-style-type: none"> Appropriate vocabulary choice 	Language	<ul style="list-style-type: none"> Speak in full sentences Standard English 	<ul style="list-style-type: none"> Metaphor, humour and irony)
Cognitive 	Content	<ul style="list-style-type: none"> Choice of content Build on the views of others 	Structure	<ul style="list-style-type: none"> Structure and organisation 	<ul style="list-style-type: none"> Self-regulation Maintaining on task Time management 	<ul style="list-style-type: none"> Reasoning Give reasons to support views Challenge the views of others
	Social 	Working with others	<ul style="list-style-type: none"> Guiding or managing interactions Turn taking 	Listen & respond	<ul style="list-style-type: none"> Listening actively and responding appropriately. 	Confidence in speaking
						Audience awareness Taking into account the level of understanding of the audience.