



HIGH SCHOOL & COLLEGE

## Literacy Policy

### Literacy purpose

At Oakfield, we know that to lead happy, fulfilled lives, and to be members of the community, our learners need to have a range of experiences, and opportunities which develop their literacy skills. We understand that literacy is not just the ability to read or write, but is an all-encompassing skill, which is needed for life; which incorporates the vocabulary a young person needs to access the community, socialise, and express themselves.

We also recognise at Oakfield, that literacy looks different to individual learners, and across the curriculum. With this in mind, Oakfield has a bespoke literacy offer to learners in school and college.

At Oakfield we believe that our young people's literacy skills are a whole school, whole staff team, responsibility.

Literacy is a golden thread at Oakfield, which encompasses reading, writing, speaking and listening. The Words for All School Improvement Plan is underpinned by the importance of literacy.

Oakfield's literacy policy has been informed by the Education Endowment Foundation's 'Improving Literacy in Secondary Schools', Just Reading by the University of Sussex, Whole Education's Words for All, Alex Quigley's The Reading Gap and The Vocabulary Gap.

### Aims

At Oakfield the overarching aim for Literacy is to promote high standards of language and literacy by equipping learners with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. We aim that all learners are able to:

- communicate effectively
- develop literacy from emerging pathways to higher order skills
- foster learners' abilities to their fullest capacity
- foster an enjoyment of literacy through varied experiences
- develop confidence and promote achievement

### Priorities

The two literacy priorities for this academic year are;

#### **An extensive and ambitious reading curriculum**

- All learners will take part in Start Well Feel Well every morning, where learners will either read their reading book they have chosen from the library to a member of staff, or listen to form teachers reading aloud, high quality, challenging texts.

- A love of reading is promoted across school and college through English and Library lessons.
- All learners will have access to the newly refurbished library which will see learners actively involved with the selecting, and booking of their choice of book, which they take home, and are encouraged to read at home as often as they can.

### **Disciplinary Literacy is embedded through all subjects across the curriculum**

- All learners will be submerged into language rich, subject specific lessons which teach children the vocabulary they need to effectively access the subject.
- 'Say it like a' prompt is used in lessons with subject specific focuses such as; 'Say it like a scientist, using full sentences'.

### **Words for All**

Words for All is a school improvement focus, which is based on the Whole Education research initiative 'Words for All'. Words for All is a whole school approach to reading; by extending a learner's vocabulary and language acquisition. Effective strategies are shared as part of a wider network of schools across the country. Words for All Strategies are promoted and used across the curriculum, including reading aloud, challenging, complex texts to learners, and teaching disciplinary literacy.

### **Start Well Feel Well**

Start Well Feel Well is a form time initiative which promotes a love of reading, and gives learners the tools needed to self-regulate so they are ready to learn. Start Well Feel Well books are selected each year to give learners the opportunity to access fiction and non-fiction texts. As learners progress through the year texts become more challenging, and complex. Teaching staff read the texts aloud to the young people to improve their vocabulary and language acquisition. Class discussions are sparked from curious questions, and key words researched and learned. Texts have been chosen due to their references to current world affairs, key themes such as climate change, or refer to minority groups or those who have been discriminated against.

<b>Year</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>7</b>	Charlie and the Chocolate Factory	Shadow	Private Peaceful
<b>8</b>	Shadow	You Can Do It	Good Night Mr Tom
<b>9</b>	You Can Do It	Private Peaceful	Orangeboy
<b>10</b>	Good Night Mr Tom	Orangeboy	I am Malala
<b>11</b>	No One Is Too Small to Make a Difference: Greta Thunberg	I am Malala	Extraordinary Women in History
<b>KS5</b>	Lioness – My Journey to Glory	No One Is Too Small to Make a Difference: Greta Thunberg	I am Malala

## **Intervention**

Literacy interventions are delivered in the classroom by teaching staff, teaching assistants and intervention higher level teaching assistants. Class staff identify gaps in learning, and diagnose misconceptions. Short interventions are used to provide learners with the skills and knowledge they need to apply to their learning across the curriculum, with specific focuses such as reading, phonics, and comprehension.

## **Unlocking Letters and Sounds**

During every English lesson, learners engage with phonetical learning. Learners work with key staff in their class through the phase they are working on. Learners are divided into small groups so that learning can be adapted to meet learner needs. Learners choose, and read books which link to their phonic phase, which reinforces the learning they do in lesson, at home. All staff teach phonics in the same way. Staff receive CPD on how to teach phonics, so that a consistent approach, supports learner progress. All teaching assistants have annual training on phonics to provide a consistent approach to phonic instruction.

## **Library**

Learners have access to the library to explore interest books, and also to choose a new book which they take home every day. A home to school reading journal allows staff and parents to write comments which show the learners reading journey through the year. Comments in reading journals are purposeful, and give meaning, giving the learner suggestions on how they can improve their reading. The library is a new, exciting, and inviting place to develop our learners love of reading.

## **Key stage 3**

Oakfield uses a pathway assessment system that are set using robust and rigorous data including validated Key Stage 2 scores, BPVS scores, reading, spelling comprehension, and the teacher's baseline assessment. Learners are then identified on an aspirational learning pathway.

## **Knowledge, Skills and Understanding**

Learners will have the opportunity to:

### **Reading**

- Develop an appreciation and love of reading by reading a wide range of fiction and non-fiction, including whole books, short stories, poems and plays with a wide coverage of genres.
- Choose and read books independently for challenge, interest and enjoyment.
- Learn new vocabulary, understand it and use it correctly.
- Know the purpose, audience and context of the writing and draw on this knowledge to support comprehension.
- Check understanding to make sure that what they have read makes sense
- know how language, including figurative language, vocabulary choice, and a range of poetic conventions can be used.
- Study setting, plot, and characterisation, and the effects of these.
- Understand how the work of dramatists is communicated effectively through performance.

## **Writing**

- Write accurately, fluently, effectively and at length for pleasure and information.
- Writing for a wide range of purposes and audiences, including: narrative essays stories, scripts, poetry and other imaginative writing, non-narrative texts, including arguments, and personal and formal letters.
- Apply a growing knowledge of vocabulary, grammar and text structure to writing and select the appropriate form.
- Plan, draft, edit and proof-read their own writing.
- Consider how their writing reflects the audiences and purposes for which it was intended.
- Amend the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness.

## **Grammar and vocabulary**

- Consolidate and build on their knowledge of grammar and vocabulary.
- Studying the effectiveness and impact of the grammatical features of the texts they read.
- Drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects.
- Know and understand the differences between spoken and written language, including differences associated with formal and informal registers, and between standard English and other varieties of English.
- Use standard English confidently in their own writing and speech.

## **Spoken English**

- Communicate confidently and effectively in their preferred form.
- Use standard English confidently in a range of formal and informal contexts improvise, rehearse and perform play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.

## **Key Stage 4**

Learners follow a range of accreditation including: AQA GCSE, AQA Step Up to English & AQA Unit Awards

### **Knowledge, Skills and Understanding**

Learners will have the opportunity to:

- Demonstrate skills in speaking, listening, reading and writing necessary to communicate with others confidently, effectively, precisely and appropriately.
- Express themselves creatively and imaginatively.
- Understand the patterns, structures and conventions of written and spoken English.
- Select and adapt speech and writing to different situations and audiences
- Understand how variations in spoken and written language relate to identity and cultural diversity.

- Become critical readers of a range of texts.
- Use reading to gain access to knowledge and to develop their own skills as writers.
- Understand how literature from other cultures is influential.
- Connect ideas, themes and issues, drawing on a range of texts.

### **Key Stage 5**

Learners follow a range of accreditation including: Edexcel Functional Skills, AQA GCSE & AQA Unit Awards.

### **Knowledge, Skills and Understanding**

Learners will have the opportunity to:

- Engage in activities that develop speaking and listening skills.
- Develop reading skills through work that makes cross-curricular links with other subjects.
- Develop writing skills through work that makes cross-curricular links with other subjects.
- Work in practical ways, where possible, learning about the art, craft and discipline of writing.
- Redraft their own work in the light of feedback: include self-evaluation using success criteria, recording and reviewing performances, target-setting and formal and informal use of peer assessment.

### **Monitoring arrangement**

The Headteacher and leadership team:

- Will monitor the subject through the Oakfield self-evaluation schedule and monitoring schedule which are reviewed annually.

Governors:

- Will monitor the work of each subject through the Oakfield self-evaluation schedule and monitoring schedule which includes a schedule of Departmental meetings, and Departmental leader reports to governors. This schedule is set annually.

Departmental leader:

- Monitor learners work and quality of teaching and learning
- Review Curriculum Maps and Schemes of Work based on suitability of use
- Review and monitor risk assessments for practical lessons
- Analyse performance data
- Produce a SES
- Attend link meeting

### Links with other Policies

- English subject policy

### Links to wider reading and research

- Alex Quigley - The Vocabulary Gap
- Alex Quigley - The Reading Gap
- EEF - Improving Literacy in Secondary Schools
- Sussex University – Just reading
- The Reading Framework

### Appendices

- Start Well Feel Well Reading Long Term Plan
- English Curriculum Reading texts
- Words for All SIP

<b>Date approved:</b>	<b>30<sup>th</sup> November 2022</b>
<b>Review Date:</b>	<b>November 2024</b>
<b>Signed Executive Headteacher:</b>	<b>C Taylor</b>

## Start Well Feel Well Teacher Reading Long Term Plan

2022 23

Start Well Feel Well books are selected each year to give learners the opportunity to access fiction and non-fiction texts.

As learners progress through the year texts become more challenging, and complex. Teaching staff read the texts aloud to the young people to improve their vocabulary and language acquisition. Class discussions are sparked from curious questions, and key words researched and learned.

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College	Lioness – My Journey to Glory	No One Is Too Small to Make a Difference: Greta Thunberg	I am Malala

Texts have been chosen due to their references to current world affairs, key themes such as climate change, or refer to minority groups or those who have been discriminated against.

## English Curriculum Reading Long Term Plan

2022 2023



Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	Extracts on the topic of school	The Butterfly Lion		Mr Stink		
8	Danny, the Champion of the World			How To Train Your Dragon		
9	Skellig			Holes		
10	Gothic short stories / GCSE Literature texts	War Horse / GCSE Literature texts	Wonder / GCSE Literature texts		Stone Cold / GCSE Literature texts	
11	GCSE Language & Literature texts	GCSE Language & Literature texts	GCSE Language & Literature texts	GCSE Language & Literature texts	GCSE Language & Literature texts	GCSE Language & Literature texts
College	GCSE Language & Literature texts	GCSE Language & Literature texts	GCSE Language & Literature texts	GCSE Language & Literature texts	GCSE Language & Literature texts	GCSE Language & Literature texts

The texts that are read and studied in English lessons have been carefully selected to not only meet the needs of the National Curriculum, but also to spark learners' curiosity and imagination and to introduce them to a wide array of carefully crafted characters, settings and themes. Learners have dedicated 'Fiction Explorers' lessons in which they will read and discuss the book in depth as well as completing a range of activities which promote comprehension and understanding, foster creativity and develop appreciation of a full text as a conscious construct. The texts purposefully become complex in each year in order to increase the level of challenge for learners. In addition to this, in their 'English Experts' lessons, learners are also introduced to a wide variety of fiction and non-fiction texts, such as biographies and autobiographies, poems and extracts and excerpts from classic literature. These include, but are not limited to: Frankenstein, Dracula, The Hound of the Baskervilles, Treasure Island and several Shakespeare plays.

At Key Stages 4 and 5, the texts are those which feature in the GCSE examinations. These are as follows:

**GCSE Literature**

An Inspector Calls, A Christmas Carol, Romeo and Juliet, Power and Conflict anthology poetry

**GCSE Language**

Extracts from 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> century fiction and non-fiction texts.



## - Why?

What needs to change/develop?

### Learners

Learners do not always have opportunities to hear see and read new words in rich oral language environments throughout the curriculum.



### Parents

Parents don't have opportunities to understand how disciplinary literacy is used to support learners progress.



### Staff

Some teaching staff can be inconsistent in their understanding of disciplinary literacy.



## - What?

Action

Literacy continues to be the golden thread that runs through all learning in all aspects of the subjects taught.

Teaching and support staff are upskilled to contextualise disciplinary literacy. Teaching staff consider the unique language, ways of knowing, doing and communicating with staff to evidence a cohesive approach to disciplinary literacy across the curriculum.

All teachers are supported to understand how to teach learners to read, write and communicate effectively in their subjects to narrow the 'literacy gap'.

All staff are familiar with each subject's unique language, and understand the ways of knowing, doing and communicating.

## - How?

How will it be done?

What blend of activities are required?

An audit of existing literacy practice, attitudes and resources will be carried out by subject specialists.

Subject specific literacy plans will be developed to support learner's ability to interpret subject specific literacy.

Teachers define effective reading, writing and talk in subject specific areas.

Reading materials are evaluated by subject teachers based on their quality and complexity.

Teaching staff will have CPD on how to interpret and understand learners baseline reading ages and how to use this information to inform planning.

## - How well?

How will you know that it is working?

### Short Term:

An audit of existing literacy across subjects will be completed.

Subject specific literacy plans will be developed including targeted vocabulary.

Subject specific reading materials are evaluated, and their complexity is measured.

Staff voice indicates that systems are in place to support learners to access subject specific literacy.

### Medium Term:

CPD for staff evidences that they have a greater understanding of disciplinary literacy and can apply the concepts to their subject.

## - and so, what?

How will everyone benefit?

Learners will make outstanding progress across all subjects as a result of explicit subject specific literacy teaching.

Learners will be more confident about communicating and accessing transition opportunities.

Learners will have the tools they need to access subject specific content across the curriculum.

The staff team will have enhanced skills, knowledge and experience to deliver subject specific literacy to support learners to access subject specific content.

### Systems

Policies and practices do not always identify and reference disciplinary literacy.



### Leadership

There isn't a consistent approach to general literacy for subject specific adaptations throughout all curriculum areas.



Disciplinary literacy is considered specifically for individual curriculum subjects.

Disciplinary literacy is evident through lesson visits, work sampling, and learner voice.

Specific literary strategies will be used across subjects to support the literacy development of learners, including targeted vocabulary instruction, the development of reading complex texts, breaking down writing tasks, and providing opportunities for structured talk.

Subject specialists will identify the unique differences of how literacy is used in terms of reading, writing, and speaking and listening.

Teachers will explore how subject discipline language is used in lessons, and also any typical misconceptions.

Disciplinary literacy will be referenced in improvement plans, and policies.

High quality literacy interventions will take place for learners who need further support, whole class and also individually.

Leadership at all levels will reference disciplinary literacy in improvement plans, policies and practice.

Parents will have the opportunity to access parent learning to support their literacy understanding.

Disciplinary literacy is evident in lessons through vocabulary instruction, writing tasks and the use of structured talk.

Learner voice indicates that learners have access to and are more confident in subject specific literacy in their lessons.

### Long Term:

Parent voice indicates that they are comfortable and more confident about the subject specific literacy their child needs to access learning.

Triangulated monitoring shows that disciplinary literacy is throughout curriculum subjects and learners are confident in subject specific literacy.

Link meetings with department leaders' evidence that staff are developing learner's disciplinary literacy across subjects.

Parents will have opportunities to be informed about disciplinary literacy and the strategies used by teachers to support literacy development across the curriculum.