

PLASHET SCHOOL



Working together to promote & celebrate achievement

Reading, Writing & Oracy Policy

Revised and applicable from 14th June 2022

Signed:

A handwritten signature in black ink, appearing to read 'Irene Papadopoulos', written in a cursive style.

Chair of Governors

Rational

Students' ability to read, write and communicate are vital skills that influence their progress in every area of the curriculum. Helping students to express themselves clearly orally and in writing enhances and enriches teaching and learning in all subjects. All departments and all teachers have a crucial role to play in supporting students' literacy development.

We recognise the importance of reading and strive to foster a love of reading amongst students. It is our vision that students will:

- take pleasure in all aspects of Literacy;
- read and write with confidence, fluency and understanding, developing a range of independent strategies to self-monitor and correct;
- develop the powers of imagination, inventiveness and critical awareness;
- have an interest in books and read for enjoyment;
- have an interest in words and their meanings allowing them to develop a growing vocabulary in spoken and written forms;
- understand a range of text types and genres allowing them to write in a variety of styles and forms appropriate to the situation;
- have a suitable technical vocabulary to articulate their responses.

Aims

- to recognise that all teachers are teachers of literacy through their subject;
- to raise literacy attainment at every level of ability in all subject areas to ensure that we maximise the potential of every student;
- to ensure that all students have the opportunity to become effective readers, writers and communicators;
- to develop students' confidence and self-expression;
- to raise students' own expectations of achievement, consequently raising standards;
- to recognise that language is essential in supporting students' sense of identity, belonging and growth

Leadership & Management

Plasht School regards reading, writing and oracy as vital to student achievement, progress and enjoyment of their studies. Poor or under-developed communication skills result in frustration for students and adversely impact learning, progress and attainment across the curriculum and in extra-curricular activities. Assessment for learning in all subjects can also be significantly hampered if these skills are under-developed.

From a regulatory perspective, reading, writing and oracy are integral to critical judgement areas of the OFSTED Framework. OFSTED guidance and publications stress the importance of fully integrating Literacy and Communication into teaching and learning and embedding it within all aspects of school life.

Roles & Responsibilities

The Leadership Team lead and nurture the high profile of reading, writing and oracy. To this end, there is a named person who has oversight for this area. The Leadership Team is responsible for monitoring these areas across the Curriculum. Examples of good practice, including the interdependency of the 3 modes will be fed back to staff.

The RWO Coordinator (who is a member of the Plasht Leadership Team) will work closely with Curriculum & Subject Leaders to:

- develop effective and coherent pedagogy across the curriculum;
- plan, organise and lead staff training;

- identify key areas of focus across the curriculum;
- undertake regular audits of current practice and procedures across the curriculum;
- share practice across the school and ensuring that this is disseminated appropriately;
- act as lead coach for departments who need additional support embedding RWC pedagogy;
- collate and distribute regular information and data supporting and relating to RW&C.

Governors consider, review and, as appropriate, approve this policy and relevant updates and may consult with staff and the Leadership Team regarding Literacy and Communication issues and progress in the school. They receive presentations from curricular areas and may meet with staff and students (e.g. at link visits) and report progress and areas for development to the governing body.

Curriculum Leaders should ensure that the development of reading, writing and oracy is explicitly taught within their curriculum, the quality of teaching specific aspects is monitored and training needs are identified and actioned.

Schemes of Learning: Curriculum Leaders must ensure that any subject-specific Literacy and Communication requirements or elements are clearly identified and/or addressed in Schemes of Learning.

Resources: Curriculum Leaders should consider the aims and expectations of this Policy in reviewing, initiating or creating new resources. Curriculum Leaders are encouraged to share resources with other subject teams in order to encourage good practice and consistency.

Year Coordinators should lead, develop and monitor the development of students' reading, writing and oracy skills through assemblies and form time activities and by responding to queries raised by Form Tutors, teachers or Curriculum Leaders regarding particular students' needs.

Teachers and Form Tutors across the curriculum contribute to the development of students' reading, writing and oracy skills in lessons and form time.

Model: The teacher's role is the central element in fostering positive attitudes towards Literacy and Communication, including by example in their own teaching and presentation of a lesson.

Classroom environment: In providing a supportive and stimulating environment, teachers should enable students to develop reading, writing and oracy skills appropriate to the Key Stage, subject and context of the lesson.

Resources and activities: By providing a variety of resources and opportunities and by incorporating a wide range of activities in their teaching, teachers should encourage the development of skills in speaking, listening, reading, writing and critical thinking.

Monitoring and assessing: Where appropriate to the task or activity, Key Stage and subject, student monitoring should include observations and the recording or reporting of strengths and/or concerns about students' reading, writing and oracy skills. Teachers across the curriculum contribute to each student's development of language, since speaking, listening, writing and reading are integral to all lessons.

The Librarian and Library Assistants facilitate enjoyment and progression in reading through making our libraries a vibrant and welcoming learning environment for all students in school, in working with teachers to maintain the currency and relevance of the books in the library and in encouraging extra-curricular activities that help to enhance reading, writing and oracy.

Parents should encourage their daughters to read at home, write and speak with accuracy. Parents and guardians are encouraged to support their children in the improvement of their levels of their communication skills in relation to school and homework and in a broader setting.

Our students themselves should take increasing responsibility for their own reading, writing & communication development, employing improvement strategies and committing to reading widely outside of school. Students are encouraged to participate in activities or initiatives that are designed to obtain their views, suggestions or contributions in order to enhance communication in their learning and in wider school life.

Implementation

All lessons include, and largely depend on, oral and written communication. Therefore, it is the responsibility of all curriculum areas to develop students' reading, writing and communication skills. The whole school curriculum will ensure that the reading, writing & communication needs of all students are addressed by all subject areas will identify where they will plan and teach reading, writing, speaking and listening. Subject teams should consider:

- What opportunities are there for students to explore ideas orally and collaboratively?
- What subject specific vocabulary needs to be presented and how can this be made accessible?
- What is the range of texts and written tasks required and how can these be scaffolded to meet the needs of all learners?
- What planning has taken place with EAL staff and SEND teachers in developing Language and Literacy knowledge and skills?
- What information do we have and what can we learn from the data for each class?

In all subjects, students should be taught:

- to express themselves correctly and accurately;
- to use subject specific vocabulary (tier 3 vocabulary) appropriately and to spell them accurately;
- to recognise and use Standard English;
- to use accurate punctuation, spelling and grammar;
- how to organise and present their writing in logical and coherent forms;
- how to read for meaning and understanding.

Reading

We want our students to enjoy reading, to be able to use their reading to help them learn and to develop increasing confidence and competence in reading so that they are able to:

- read fluently, accurately and with understanding and enjoyment for a range of purposes;
- develop an interest in a variety of texts, both literary and non-literary;
- become independent and critical readers and make informed and appropriate choices;
- select information from a wide range of texts and sources and to evaluate those sources;
- talk about the texts they are reading and share their enjoyment with others;
- read for meaning – inference and deduction;
- understand how subject specific texts are organised;
- develop research and study skills;
- apply techniques such as skimming, scanning, and text-marking effectively in order to research and evaluate texts;
- make effective use of the School and public libraries.

Teaching should create opportunities for students to improve their reading skills by:

- using available data on students' reading levels in order to make appropriate choices about texts and support with reading;

- presenting reading tasks at a suitable level, differentiating when needed;
- talking to students about structure, layout and form;
- modelling different reading strategies to pupils (e.g. skimming, scanning, take notes, identify key points);
- promoting reading for pleasure and information to students;
- sharing reading experiences.

Teaching should provide planned opportunities across the curriculum for students to:

- read aloud and be read to by teachers;
- read in short bursts as well as more extended reading;
- read and follow written instructions;
- understand texts as a whole as well as selecting individual points from a text;
- summarise and reconstruct texts;
- learn the specialist vocabulary of the subject as well as the use of the words in other contexts;
- understand how texts are organised differently in different subjects;
- access texts independently;
- question and challenge printed information;
- read with understanding and enjoyment;
- use reading to research and investigate;
- learn how to take notes from the text, to read to locate and relocate information;
- learn how to scan for overall meaning and scan for key points, words and phrases.
- learn how to find their way around text books and use index, contents etc.;
- learn how to write questions before research;
- learn whether to scan, skim or close read;
- learn to transfer information from text to diagrams;

Writing

Many lessons include and depend on written communication. We want our students to develop increasing confidence and competence in writing so that they are able to:

- write in a widening variety of forms for different purposes and audiences;
- develop ideas and communicate meaning to a reader using wide-ranging and tier 3 vocabulary;
- plan, draft and discuss their writing with confidence;
- organise and structure sentences grammatically and whole texts coherently;
- present their writing clearly using accurate punctuation, correct spelling and legible handwriting;
- apply word processing conventions and understand the principles of authoring multimedia text;
- develop an enjoyment of their own writing;
- use writing to organise thoughts and aid learning;
- use writing to think, explore and develop learning and ideas;
- structure and organise writing to link ideas into paragraphs;
- develop clear and appropriate expression at word, sentence and whole response level;
- write in a range of forms and for different purposes and audiences;
- develop clarity of ideas with accurate punctuation, spelling and legible handwriting.

Teaching should create opportunities for students to improve their writing skills by:

- provide appropriate activities for all levels and abilities;
- defining the appropriate writing style for students;
- providing writing frames and support for less able students for writing in a range of forms;
- providing annotated examples of writing in the subject, so that pupils understand what is required display useful phrases and sentence starters to help pupils link and develop ideas in writing;
- teaching students to spell key subject vocabulary;
- helping students with handwriting, spelling and presentation in their writing;
- provide regular and appropriate constructive feedback on written work;
- marking work using the common correction code;

- ensure that students are writing for a range of audiences and purposes and understand the differences in these;
- teaching them to understand the differences between Standard and non-standard English.

Teaching should provide planned opportunities across the curriculum for students to:

- have whole class or small group discussion about what is to be written, sharing vocabulary, spellings and ideas for structuring writing;
- be told explicitly about the audience for the writing and how this will differ from other work completed;
- see a range of good and poor writing examples for the type of writing required;
- having some time to practice the skills involved for successful writing e.g. planning and drafting;
- be encouraged to use drafting, writing in full sentences, using accurate punctuation and spelling;
- make notes from a variety of sources;
- learn the conventions of different forms of writing in different subject areas;
- write at appropriate length;
- write collaboratively with others

As teachers of reading, writing and communication we should:

- provide good models of writing for a range of styles;
- help students to use a range of strategies to learn spellings;
- making connections between words with the same visual spelling pattern;
- exploring families of words;
- expect high standards of presentation;
- provide lists of appropriate subject vocabulary and encourage students to use them;
- make sure students are clear about the purpose and audience for their writing;
- point out the difference between speech and writing;
- help students to use appropriate level of formality;
- give students model texts before asking them to write;
- show students how to organise writing using planning frameworks, graphic organisers;
- support extended writing with frames and key connectives to link ideas;
- have a rigorous understanding of what is expected of them to succeed in writing at GCSE level;
- explicitly teach essential and challenging terminology and how to use these words correctly in context;
- ask students to evaluate, correct and redraft their writing.

Oracy

Students can develop their thinking through talking and there are many opportunities in the classroom to develop students' communication skills. We want our students to develop increasing confidence in their communication skills so that they are able to:

- use talk to explore and evaluate;
- adapt their talk for a wide variety of audiences and purposes;
- use a wide and varied vocabulary;
- clarify and express their ideas and explain their thinking;
- listen with understanding;
- respond to others sensitively and appropriately;
- use talk to ask and answer questions;
- solve problems collaboratively.

Teaching should create opportunities for students to improve their communication skills by:

- providing planned opportunities across the curriculum for students to engage in purposeful talk, both formally and informally;
- giving students opportunities to listen for appropriate lengths of time;
- giving students regular opportunities to communicate in the following contexts; in pairs with a working partner; in small groups with opportunities to take on the roles of chair or scribe; with the teacher or another adult; in whole class discussions; by making presentations to a wider audience.

In these contexts, some of the following activities should take place:

- exploring and describing events, activities and problems, exploring and developing ideas with others;
- reporting back to a wider audience in order to consolidate ideas and understanding;
- asking questions as well as answering them;
- speculating, hypothesising and imagining;
- planning, organising and reviewing activities;
- investigating and solving problems collaboratively;
- evaluating experiences and reflecting on learning;
- talking at length and adopting the 'expert' role.

Teaching should provide planned opportunities across the curriculum for students to:

- appreciate talk as a valuable area of learning;
- appreciate the differences between standard English and non-standard dialect forms;
- develop ideas through pair & group work, drama and role play providing feedback on progress;
- discuss in small groups or pairs;
- take part in whole class discussion;
- present their ideas to the class;
- prepare an investigation;
- plan written work or other activities;
- get information from one another;
- make judgements on their own and others performance;
- reflect and evaluate on what has been achieved;
- use subject specific vocabulary accurately;
- use pre and post listening activities such as listening frames;
- use information gap and other collaborative activities;
- allow students to do some assessment orally;
- ask students to rehearse answers with peers before answering.

Spelling

Students should be encouraged to spell and copy words accurately. In marking students' work it is important that they should be motivated by selective correction. It is useful to show a pattern in the students' inaccurate spellings when correcting errors. It is useful to write the correct spelling for students to learn from. Other strategies to use include:

- visual displays of specialist vocabulary;
- displays of common spelling rules and exceptions;
- glossaries of words built up in student's books.

Handwriting

Students should be able to produce two standards of handwriting: one which is used for neat copy work and the other which is a fast note-taking hand which may not be as tidy but will still be legible.

When students start secondary school it is expected that they will be able to use joined handwriting with ease. However, this is not always the case and some students need support to develop a more mature style of writing.

Handwriting is analysed during the Year 7 initial assessment process each September and as part of the in-year assessment procedure carried out by the EAL department. Where there are concerns, appropriate support from EAL, SEND and/or the English team will be given such as one to one guidance using a handwriting pack or teachers giving select resources to students to support home-learning. Intervention is more effective if all staff are involved and have consistent expectations, including clear and consistent rules for the presentation and lay-out of written work. Praise and encouragement should also be given in the use of joined handwriting or improvements made. Staff should also set a good example of handwriting in their marking and work in the classroom.

Common Correction Code

Students should be encouraged to engage with the common correction code and use this when peer or self-assessing their own and peers' work. Students' work should be marked using this code to support their understanding of the importance of good literacy skills across the curriculum.

Spelling Punctuation and Grammar (SPAG)

Accurate spelling, punctuation and grammar play an important role in the development of Literacy across the curriculum.

Sp	=	spelling error
Gr	=	grammatical error (underline the error)
SX	=	Poor syntax or sentence construction
P	=	Faulty punctuation
?	=	meaning not clear
C	=	capital letters
/\	=	missing word

Libraries

Our libraries, Librarian and Library Assistants are critical and valuable to the development of students' reading, writing and oracy skills. Form Tutors and teachers of all subjects should encourage students to undertake wider reading and to use the resources available in the Library. Form Tutors and teachers should encourage students to learn how to use the Library effectively and to respect its resources. Form Tutors also play a vital role in encouraging the students to participate in Library-based competitions and teachers are encouraged to engage prefects in working with or motivating younger girls and their peers in Library activities or competitions and to identify (with the help of teachers and the Librarian) books and other resources that would be beneficial to forms or to subject areas in different Key Stages.

At Plashet we understand the vital role that the library plays in developing literacy across the curriculum. There are two libraries on the North and South sides of the school. The North Library is for Years 7 and 8 whilst the South Library is for Years 9, 10 and 11.

The Library ensures that:

- resources both support the curriculum and enable students to extend their reading;
- it provides challenge, celebration and interest in reading through events such as Carnegie shadowing, World Book Day and National Poetry Day;

- it regularly displays student's writing and other work as inspired by their further reading;
- multilingualism is recognised through the availability of a range of texts and displays;
- all students have access to the library out of school hours and at lunchtime;
- KS3 students also have access to the library through their English lessons to read for pleasure;
- the promotion of the Library as a resource is reinforced via a liaison in the English Department and through the English team.

Extra-Curricular Activities

Extra-curricular activities play a valuable role in developing reading, writing and oracy skills and confidence. Plashet School recognises and values the contribution of teachers and other staff to these activities, since such activities are a fundamental part of our ethos to develop articulate, confident and knowledgeable communicators.