

Literacy & Memory Basics: Core Expectations of Students

	Thinking Skills	Curriculum <i>In all subjects a student will:</i>	Pastoral <i>Via the pastoral curriculum a student will:</i>
Receptive	Listen Intently	<ul style="list-style-type: none"> Maintain positive posture (sitting straight/eyes on speaker/no fiddling) Respond intelligently to teacher questions/points made by peers Follow instructions precisely Absorb, recall and summarise information from oral presentations Interpret non-verbal communication 	<ul style="list-style-type: none"> Sit up straight, eyes on the speaker Breathing for focus Hear accurate standard English in extended form Understand the points of view of others Follow (and be able to discuss) the points made in a 20 minute assembly presentation
	Read Critically	<p>Use the reading skills grid to:</p> <ul style="list-style-type: none"> Effectively summarise dense/complex material Use active reading strategies to independently understand complicated texts Master Tier 2 and 3 vocabulary Make effective use of/notice strengths in model answers Successfully decode exam questions 	<ul style="list-style-type: none"> Regularly read and understand unfamiliar text Routinely use reading skills and tier 2 words Always have a reading book Read for 20 minutes daily for pleasure
Productive	Write Cogently	<ul style="list-style-type: none"> Engage with success criteria of writing tasks Plan before extended writing Use literacy toolkits to ensure effective responses Use writing frames/toolkits to structure sentences, paragraphs and essays well and see excellence in extended model answers Use dictionaries/key word sheets to ensure accuracy Use thesaurus/key words (Tier 2/3) to improve quality of writing Follow Trust 'How to Edit' guidelines 	<ul style="list-style-type: none"> Ensure all books contain clearly highlighted key words and glossaries Ensure all books show regular evidence of longer writing using a variety of sentence structures Consistently use self-correction routines for short answers and longer writing tasks
	Speak Purposefully	<ul style="list-style-type: none"> Speak in full sentences using Standard English and Tier 2 and 3 vocabulary Use sentence starters embedded in PowerPoint/lesson resources Use oracy toolkits to structure discussion/debate Use Trust 'Success in Presenting' guidelines Prepare fully for oral assessments Understand the purpose of talk 	<ul style="list-style-type: none"> Explain understanding of stimulus (using full sentences) Respond to the views of others Give well thought out answers to difficult questions Articulate points of view with relevant examples/evidence
Retention	Memorise Accurately	<ul style="list-style-type: none"> Use Prep to memorise key subject knowledge Use Prep to practise key subject skills Confidently make connections between content from different units Use KS3/4 Knowledge Organisers 	<ul style="list-style-type: none"> Use a bank of memorising techniques actively taught in Yr7 of tutor time programme and regularly revisited Use book etiquette to help visualise key knowledge
Recall		<ul style="list-style-type: none"> Be accustomed to starter activities which retrieve previous knowledge Be regularly engaged in low stakes quizzing/testing in class Confidently move from material from current unit to material from previous learning in lessons 	<ul style="list-style-type: none"> Use assemblies and tutor times to practise retrieval of prior knowledge Have excellent book etiquette to help support the learning journey

Literacy & Memory Basics: Core Expectations for Teachers

	Thinking Skills	Curriculum <i>Developing strong student learning skills requires that subject teachers:</i>	Pastoral <i>Developing consistently strong learning skills requires that form tutors:</i>
Receptive	Listen Intently	<ul style="list-style-type: none"> Have clear posture expectations (sitting straight/eyes on speaker/no fiddling) Use high impact questioning Express instructions precisely Ensure strategies are used to structure and value listening within oral presentations Support students to interpret non-verbal communication 	<ul style="list-style-type: none"> Explain and insist on outstanding posture (sit up straight/eyes on speaker/breathing for focus) Set and achieve highest expectations for tutor times and assemblies as learning time Explain the strategies in order to create a culture of active listening
	Read Critically	<ul style="list-style-type: none"> Plan for moments of reading in lessons using the reading skills grid to identify the appropriate skill to explicitly model and practise. Consciously reference the readings skill Provide opportunities for reading aloud and include active reading strategies throughout all key stages and tiers Teach Tier 2/3 Vocab (embedded within lesson resources) Teach exam techniques, (using model answers, success criteria, clarifying command words) 	<ul style="list-style-type: none"> Use read alouds and control the game to increase accountability when reading text in pastoral sessions Use reading strategies (inc -reading skills and keywords) to secure student understanding of unfamiliar text Check reading books & update teachers' classroom 'Currently reading...' poster
Productive	Write Cogently	<ul style="list-style-type: none"> Ensure all written tasks have success criteria embedded in lessons to allow self/peer review Teach planning skills (provide time and resources) Establish use of literacy toolkits/writing frames/sentence structures to ensure varied sentence structure, sophisticated paragraphs/essays Teach Tier 2/3 Vocab (embedded within lesson resources) Set tier 2 and 3 Vocabulary as parameters that students must use in their writing. Teach editing skills using Trust model (How to edit guide) 	<ul style="list-style-type: none"> Ensure progress checks include peer reviews of books – check key words are clear & glossaries are in place/completed Use Art of the sentence to support the how as well as the what of student writing. Manage student self-review with meaningful reflection on the quality of longer written work in books
	Speak Purposefully	<ul style="list-style-type: none"> Model and expect students to speak in Standard English full sentences using Tier 2 & 3 vocabulary (and sensitively correct mispronunciation) Embed sentence starters and key word lists in PowerPoint resources Provide oracy toolkits to structure discussion/debate Follow Trust 'Success in Presenting' guidelines Use presentation formally as a form of assessment Ensure all students speak in a lesson Make explicit the purpose of speaking tasks 	<ul style="list-style-type: none"> Ensure formal in-class discussion requires quality responses to pastoral stimuli and the views of others Ensure all students give well thought out answers to difficult questions and articulate points of view with relevant examples/evidence using given materials
Retention	Memorise Accurately	<ul style="list-style-type: none"> Set & check effective prep to memorise key subject knowledge and/or practice key subject skills Use elaboration to make connections between content from different units Make effective use of Knowledge organisers in teaching & prep 	<ul style="list-style-type: none"> Teach memorising techniques actively in yr 7 and regularly revisit using pastoral teaching resources Support intelligent student self-review of book etiquette in relation to visualising/retaining key knowledge

Recall		<ul style="list-style-type: none"> Use starter activities to demand retrieval of prior knowledge Use regular low stakes quizzing/testing in class to secure confident retrieval Space material from current unit with material from previous learning in lessons 	<ul style="list-style-type: none"> Actively require students to apply prior knowledge retrieved from previous assemblies/tutor times & workshops. Use student self-review booklets to increase student awareness of learning journey (skills & content)
Literacy & Memory Top-20 : Toolkits			
	Thinking Skills	Curriculum <i>Developing strong student learning skills requires that subject teachers:</i>	Pastoral <i>Developing consistently strong learning skills requires that form tutors:</i>
Receptive	Listen Intently	<ol style="list-style-type: none"> posture expectations (does anyone have this document?) KBR high impact questioning ATO structured listening strategies NSA* 	
	Read Critically	<ol style="list-style-type: none"> Use of visual cues (slim down to core set and check across Trust) CDE reading skills grid Active reading strategies (& opportunities to use these) JBA/NSA* Tier 2/3 Vocab Exam techniques, (using model answers, success criteria, clarifying command words) JPA* 	<ul style="list-style-type: none"> Classroom 'Currently reading...' poster
Productive	Write Cogently	<ol style="list-style-type: none"> Success criteria embedded in lesson material to allow self/peer review ELW/KGL* Literacy toolkits/writing frames/Art of the sentence ECL* Planning & Editing skills (How to edit : Trust guide) KSM* 	<ul style="list-style-type: none"> Self review of books read self-review with meaningful reflection on the quality of longer written work in books
	Speak Purposefully	<ol style="list-style-type: none"> Oracy toolkits (to structure discussion/debate) PDE/HWO* 'Success in Presenting' guidelines (inc success criteria) KSM* 	
Retention	Memorise Accurately	<ol style="list-style-type: none"> Effective prep to memorise key subject knowledge and/or practice key subject skills Elaboration (making connections between content from different units) MHA/LSM?* Knowledge organisers (add additional best practice in using) 	<ul style="list-style-type: none"> memorising techniques intelligent student self-review of book etiquette (supporting visualising/retaining key knowledge)
Recall		<ol style="list-style-type: none"> Retrieval starter activities (check, refine and agree Ania's doc across Trust) BGA/SMN* Regular low stakes quizzing/testing (in class) (as above) Space material from current unit with material from previous learning in lessons (as above) CWT* 	

Key:

Text colour- **Trust practices defined in document already** | **Trust practices not defined, but many documents available to merge into a Trust document** | **No documents**
 Highlighter colour- **Trust focus for next year** | **WP additional focus next year** | **EF additional focus next year** | **TWY additional focus next year** | **AL additional focus next year**