



Archbishop Temple Church of England High School



Whole School Literacy and Vocabulary Policy

AWAITING REVIEW

Date to be Reviewed : February 2022

Name of Policy: Whole School Literacy and Vocabulary Policy

Sub-Committee Responsible: Quality of Education Committee

Lead Responsibility in School: Lead Practitioner in Literacy & Vocabulary

Source of Policy: (Please tick)

- LA:**
- Diocesan:**
- School: X**
- Other – Please specify:**

This policy supports our work as a Church school as summarised in our Vision Statement:

Purpose

Archbishop Temple School seeks to care for young people and prepare them well for adulthood, valuing the whole person.

Mission

Through our faith in God, Father, Son and Holy Spirit, we strive to nurture each person's ability, gifts and talents so that they can 'have life and have it to the full' (John 10:10) and use it in the service of God and other people.

Literacy encompasses expanding vocabulary and developing the skills of reading, writing and oracy. Being literate and 'word rich' allows pupils to develop their cognitive abilities, in addition to learning, exploring and communicating, which will ensure that every pupil has the opportunity flourish and to 'have life and have it to the full' (John 10:10) .

Literacy teaching is the responsibility of every teacher in every curriculum subject. The English department will teach the key skills of literacy, but every teacher should expect to develop and improve standards of literacy and vocabulary through providing good models and opportunities for pupils to develop ambitious vocabulary and practise reading, writing and oracy in planned and focused ways. This policy is supported by the 'Literacy Handbook of Essential Strategies for Teachers'.

AIMS

The main aims of this policy are to:

- Support pupils' learning in all subjects by helping teachers to be clear about the ways in which their work with pupils contributes to and enriches the development of pupils' literacy and vocabulary skills;
- Develop awareness that literacy - and extended vocabulary use - opens up personal pathways to success and is central to personal expression, confidence and active participation in society, the economy and our culture;
- Help young people progress from being 'word poor' to 'word rich' in order to 'crack the academic code';
- Raise pupils' own expectations of achievement, thus raising standards and creating independent life-long learners;
- Create 'word rich' classrooms;
- Continue to promote reading for pleasure across the curriculum.

Definitions

The following terminology is used throughout the policy:

- Disciplinary literacy: This means subject specific literacy. For example, to read and write like a historian.
- Tier 2 vocabulary: High frequency words used by mature language users across several content areas. These words are more regularly found in writing rather than spoken regularly.
- Tier 3 vocabulary: Subject specific words such as scientific words.

Teaching & Learning

Effective progression of literacy and vocabulary skills incorporates the following skill areas:

Oracy

As it states on the Voice 21 website, one of the biggest barriers to young people getting on is a lack of eloquence. Employers put good oral communication at the top of their requirements for employees, yet we rarely teach it systematically in schools.

Therefore, pupils should be encouraged to:

- use 'academic talk';
- clarify and express their ideas and explain their thinking;
- adapt their speech to a widening range of circumstances including paired and group discussions and speaking to a larger audience;
- use varied and specialised vocabulary – both tier 2 and tier 3;
- speak for a range of purposes e.g. to narrate, to analyse, to explain, to reflect and evaluate;
- use modal verbs and adverbs to speculate, hypothesise and explore ideas;
- listen with understanding and respond sensitively and appropriately.

Good teaching should provide planned opportunities across the curriculum for pupils to engage in rich, structured talk, both formally and informally, by promoting and scaffolding high quality academic talk within the classroom.

Pupils should be given regular opportunities to speak and listen 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;
- presentations to a wider audience.

Examples of activities:

- Teacher modelling the code for academic talk, showing how to talk like an expert;
- Using ABC feedback: Agree with, Build upon, Challenge;
- Using sentence stems or very specific questioning stems;
- Using Socratic and didactic talk;
- 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 appropriate questions as well as answering them appropriately and respectfully;
- Speculating, hypothesising, debating and imagining;
- Planning, organising and reviewing activities;
- Investigating and solving problems collaboratively whilst managing conflict well;
- Evaluating experiences and reflecting on learning;
- Talking at length and adopting the 'expert' role.

Reading

Every teacher proves to be a teacher of reading, as it is the primary medium for gaining academic knowledge. In order to understand a text, people need to comprehend 95% of the vocabulary used. This rises to 98% for 'comfortable' comprehension. Because of this, teachers need to be knowledgeable and confident in the explicit teaching of vocabulary in order to aid this comprehension.

'You cannot build your vocabulary unless you meet new words, and to meet them you must read.'

Mark Peplow and Bernado Bertolucci

Therefore, pupils should be encouraged to:

- read fluently, accurately and with understanding;
- actively explore the writer's use of tier 2 and 3 vocabulary;
- become independent and critical readers and make informed and appropriate choices;
- select information from a wide range of texts and sources including print, media and ICT and to evaluate those sources;
- apply techniques such as skimming, scanning and text-marking effectively in order to research and appraise texts;
- talk about what they have read and be encouraged to recommend different books in order to promote reading for pleasure;
- develop metacognitive approaches so they can undertake their own 'comprehension monitoring'
- bring a suitable reading book to school every day.

'Everyone Reading In Class':

All KS3 students will have a novel for use during ERIC lessons. There will be 12 of these lessons throughout the academic year and these lessons will take place twice per half term – one being the fiction/novel focus; one being a non-fiction active reading lesson linked to the theme(s) from the novel. The termly themes will be loosely framed around the termly PHSE themes: Health & Wellbeing, Relationships and Living in the Wider World. There will be a strong focus on enrichment and developing cultural capital, with library events and displays and social media posts promoting other reading around the half termly author, genre, theme. The idea is to really create a 'buzz' around reading.

Reading across the curriculum:

Good teaching should ensure appropriate texts are used (using a 'ready reckoner' if appropriate – pupil reading ages are available to staff) with explicit teaching and modelling of reading strategies and vocabulary exploration so that a well-structured approach will enable pupils to successfully access texts. Therefore, vocabulary instruction must be deliberate and planned for. There should be a particular focus on non-fiction texts and the explicit exploration of text types typically found in a particular subject discipline, and structured reading opportunities should be fostered in a model that supports pupils with vocabulary deficits.

Examples of activities:

- Teach academic vocabulary explicitly and clearly;
- Explicit vocabulary instruction;
- Teach pupils independent word learning strategies;
- Reading challenges of high quality writing;
- Retrieval practice of vocabulary needed to access texts;
- Word exploration activities to become 'word wizards';
- Read 'like an expert' in a specific subject discipline;
- Read and follow written instructions;

- Read and engage with narratives of events or activities;
- Follow up their interests and read texts of varying lengths, including non-fiction;
- Question and challenge printed information and views;
- Read with understanding descriptions of processes, structures and mechanisms;
- Read and explore ideas and theories;
- Learn how to sift, select and take notes from text and read to locate and relocate information;
- Learn how to scan for overall meaning and scan for key points, words and phrases;
- Learn how to undertake their own 'comprehension monitoring';
- Use reading to research and investigate from printed words and moving images ICT.

Vocabulary

Teachers will explicitly teach vocabulary instruction using the following 'SEEC' model:

Select

- How difficult is this reading material to understand?
- What words are most important to understand the text or topic?
- What words are unlikely to be part of a child's prior knowledge?
- What words lack helpful, directive contexts?
- What words appear repeatedly in a text and a topic?
- What words are interrelated and help children know additional words?
- What words are frequently encountered in many subject disciplines ['Tier 2' words]?

Explain

1. Say the word carefully (remember the importance of phonemic awareness?).
2. Write the word (this offers opportunities to reference common sounds or letters in the word).
3. Give a student friendly definition e.g. obtuse: not very sensitive or slow to understand.
4. Give multiple meaningful examples e.g. the prince was being deliberately obtuse.
5. Ask for student examples and clarify multiple meanings or any misconceptions.

Explore

- Explore the etymology and common word parts to explore meaning.
- Explore any common word families, interesting synonyms or antonyms for the word/s.
- Explore how the word may be used differently in different disciplines.
- Explore multiple-choice questions that offer examples of the word in use.
- Explore understanding of the word with peers in 'think-pair-share' fashion.
- Explore understanding with children restating the meaning of the word/s in their own words.
- Explore further questions prompted by the word.
- Explore more examples of the word in use.
- Explore related images or ideas evoked by the word.
- Explore strategies to remember the word or concept e.g. mnemonics.

Consolidate

- Test and learn.
- Using the world in the world.
- Research and record.

Writing

To improve writing, pupils must learn within 'word rich' classrooms and be explicitly taught how to 'write like an expert' within that subject discipline. Good writing should be modelled through both reading AND writing.

Therefore, pupils should be encouraged to:

- write in a widening variety of forms for different purposes e.g. to interpret, evaluate, explain, analyse and explore, particularly focusing on forms appropriate for a specific subject discipline;
- develop ideas and communicate meaning to a reader using wide-ranging and technical vocabulary (both tier 2 and tier 3) and an effective style, organising and structuring sentences grammatically and whole texts coherently;
- present their writing clearly using accurate punctuation, ambitious vocabulary, correct spelling and legible handwriting that is set out appropriately for its form within the subject discipline;
- apply word processing conventions and understand the principles of authoring multi-media text.

Good teaching should draw attention to the purpose and intended readers of each piece of writing linked to the subject discipline. Whilst the audience for pupils' writing is often teacher and peer group, pupils should be encouraged to write for a range of intended readers.

Examples of activities:

- Make notes from a variety of sources - printed word, moving images and ICT texts;
- Use writing to plan organise and record;
- Write logs and journals in order to clarify thoughts and develop new understanding;
- Practise using different planning frames;
- Plan, draft, discuss and reflect on their writing;
- Learn the conventions of different forms of writing in different subject disciplines e.g. by using writing frames and providing clear models for writing;
- Undertake writing challenges in order to practise using new vocabulary;
- Write at appropriate length (both in depth and succinctly);
- Write collaboratively with other pupils;
- Present some writing for display or publication appropriate to the subject discipline;
- Apply the 'make writing strange' rule, where pupils only review their own writing after at least 48 hours with fresh eyes.

All teachers should:

- Expect a high standard of presentation in pupils' finished writing;
- Explicitly teach how to 'write like an expert' within their subject discipline;
- Provide good models of (and scaffold where necessary) particular kinds of writing in their subject discipline from reading, expert writing and student writing;
- Use metacognitive strategies to enable pupils to see where writing is successful and unsuccessful;
- Ensure pupils can see incremental improvements and they understand why;
- Teach academic vocabulary explicitly and clearly;
- Foster 'word consciousness' e.g. share etymology and morphology;
- Provide dictionaries, glossaries and lists of appropriate tier 3 vocabulary and encourage pupils to use them;
- Explicitly teach the use of tier 2 and tier 3 vocabulary within their subject discipline;
- Help pupils to use a range of strategies to independently learn vocabulary and spellings.

The responsibility which every member of staff has for developing literacy is:

- To use agreed common approaches and strategies for developing literacy as outlined in the 'Literacy Handbook of Essential Strategies for Teachers', the 'Word of the Week' and vocabulary starters.
- To contribute to the development, implementation, monitoring and evaluating of language and vocabulary development in pupils and the whole school literacy and vocabulary programme.
- Ensure good teaching practice is shared within and across departments, through faculty meetings and staff training.
- Ensure explicit teaching of 'disciplinary literacy'.
- Ensure explicit teaching of tier 2 and tier 3 vocabulary.
- To ensure the 'whole school reading strategy' is followed by every teacher as directed in the timetable and support 'ERIC' lessons.

Procedures for monitoring and evaluating pupils' achievements by SLT are as follows:

- Sample review of pupils' books during monitoring weeks.
- Use other evidence to inform such monitoring and evaluating such as:
 - teachers' plans
 - pupils' records
 - peer and self-evaluations
 - student voice
 - interviews with teachers, TAs, pupils, parents
 - teacher assessments
 - regular development group meetings to ensure there is both cross curricular consistency and specific disciplinary literacy being explicitly taught.

Procedures for monitoring and evaluating pupils' achievements by teachers are as follows:

- Students' self-assessment written/oral;
- On-going formative assessments of classwork and homework;
- Formal/summative assessments;
- Interviews with pupils and parents;
- When books are marked, feedback on literacy and vocabulary use for pupils to follow;
- A student's reading age is tested at the beginning of every academic year and intervention applied where necessary;
- Literacy audit carried out by the Lead Practitioner in Literacy and Vocabulary.

The arrangements for ensuring that all pupils make appropriate progress in literacy and vocabulary are as follows:

- The use of reliable data for baselining and comparative assessment. E.g. FFT data, reading ages and end of year grades;
- The monitoring of progress through formal and informal assessments outlined above by class teachers and SLT;
- SENDCO to identify progress of pupils with special needs through IEP reviews and by keeping records of their progress in intervention sessions;
- Internal moderation of pupils' work within the key stages and across the curriculum;
- Staff training in appropriate and well-conceived strategies to address literacy difficulties of students;
- Departmental training in order to develop strong disciplinary literacy.

Home Learning is used to support literacy and vocabulary development as follows:

- Home learning will allow pupils to practise reading, writing, vocabulary development or oracy.
- Pupils will receive constructive feedback from home learning activities.
- Home learning will be made available using Firefly.

Parents' involvement in supporting learning at home takes the form of:

- encouraging independent reading of quality fiction and non-fiction texts;
- encouraging and supporting reading for pleasure;
- supporting the use of iPads to select and share reputable websites and other non-fiction sources; as well as using fiction sites and audible to support reading;
- attending parents' evenings;
- attending SEN review meetings (if applicable).

Planning

Literacy skills should be taught or referenced explicitly whenever appropriate in all subject areas with a particular focus on disciplinary literacy. Schemes of Learning should include opportunities to improve literacy skills and vocabulary development in reading, writing and oracy. These should be referenced in Medium Term plans.

Tasks set and resources used will:

- be matched to pupils' needs and abilities;
- develop a range of skills in writing, reading and oracy using tier 2 and tier 3 vocabulary;
- enable pupils to evaluate their own work and develop proof reading skills;
- encourage pupils to apply what they have learned in other curriculum areas in a different subject discipline.

The teacher will:

- explicitly explain to pupils which particular disciplinary literacy skills they should employ to complete each task e.g. to complete an eye-witness account of an earthquake in geography, reference should be made to key features of this discipline of writing in geography such as the register and form of language to be used, the ratio of factual evidence, emotional memories needed, etc.;
- model the use of certain skills in the subject area e.g. in a note taking activity in science, reference should be made to how to scan and skim longer texts, how to display notes, the level of detail required, etc. and expand this in order to talk, read and write like a scientist;
- use and explicitly teach tier 2 and tier 3 vocabulary using the 'SEEC' model;
- display tier 3 vocabulary and/or undertake vocabulary tasks.