

EASTHAMPSTEAD PARK COMMUNITY SCHOOL

Whole School Literacy and Oracy Policy



Rationale

Easthampstead Park Community School is committed to raising the standards of literacy and developing oracy skills for all students. Literacy allows people to use language to enhance their capacity to think, create and question, which enables them to become more aware of the world and empowers them to participate more effectively in society. Explicit teaching of oracy ensures that students feel prepared for talk in a variety of contexts and are equipped with the necessary skills required to speak both formally and informally, as appropriate. These skills are necessary to cope with the demands of further education, to meet the requirements of future employment and to thrive in everyday life. All teachers and teaching assistants acknowledge responsibility for promoting high standards of literacy and oracy across the curriculum.

Definitions

Literacy is the ability to read and write. It is also the ability to process and relay information accurately to others in a conscientious manner in order to make better sense of the world around them.

Oracy is the ability to communicate verbally in a range of situations, using language effectively and appropriately to convey accurate meaning.

Principles

Easthampstead Park Community School will adopt a whole school approach to the teaching of literacy and oracy to ensure that:

- Literacy and oracy strategies build upon the work done in feeder primary schools.
- Literacy and oracy skills are embedded across the whole school curriculum.
- An environment is developed in which positive attitudes towards reading, writing, speaking and listening is developed and monitored.
- All staff in every subject have a crucial role in the development of students' literacy and oracy skills.
- Students reach and exceed their expected progress in reading, writing, speaking and listening skills.
- Some additional provision (e.g. small group or one to one tuition) will be used to accelerate the progress of students with particularly low literacy or weak communication skills.
- Support strategies are in place to ensure English as an Additional Language (EAL) reach and exceed their expected progress.
- An awareness that literacy and oracy skills are regarded as key skills in all aspects of teaching and learning, and these skills are clearly linked to success in public examinations.
- Literacy and oracy are used to improve learning and raise standards across the whole school through effective CPD.

Roles and Responsibilities

The role of the Literacy Coordinator:

The school employ a dedicated Literacy Coordinator who works closely with the AHT - Raising Aspirations and AHT- Inclusion, to monitor and drive progress with students' literacy and oracy development school wide.

Key responsibilities of the Literacy Coordinator include:

- Review the whole school literacy and oracy policy on an annual basis, with support from SLT line manager.
- Draw up a Development Plan each year for literacy and oracy and monitor its progress on a termly basis.
- Support all staff in the implementation of the whole school literacy and oracy policy and to assist in the review of the policy.
- Support tutors in the delivery of the literacy and oracy PREP programmes.
- To regularly seek student voice.
- Ensuring that schemes of work within the school include explicit reference to the skills or strategies to be used, taught or reinforced.
- Discussions with staff, parents and governors.
- Monitor and evaluate the effectiveness of literacy and oracy provision across the curriculum, through literacy and oracy focused learning walks and book looks.
- Keep abreast of changes and innovations in the context of literacy and oracy for learning and act as mentor in the induction of new schemes.
- Review and plan for staff training and awareness raising in literacy and oracy related matters, including an involvement in the professional development of NQTs and School Direct students.
- Maintain the whole school literacy and oracy pages of the website.
- Seek to engage parents in support and development of students' literacy and oracy skills.
- Be familiar with exam requirements in relation to literacy and oracy and ensure a whole staff drive.
- To attend any local network meetings that focus on literacy and / or oracy development in schools.
- To liaise with primary schools to develop links between literacy and oracy provision in KS2 and KS3.

The role of the SEN Department, overseen by the AHT - Inclusion:

- Ensure that all students' are assessed on entry using some or all of the following information:
 - Key Stage 2 scores
 - Reading ages
 - Information from parents/carers
 - Information from primary teachers/SENCO
- Arrange additional support for students requiring further literacy and oracy support (Appendix 2).
- Communicate with relevant staff regarding students who have difficulties in literacy and oracy and ensure student profiles are kept up to date.
- Monitor students who have difficulty with literacy and oracy through student profiles, Teaching Assistants and review meetings.

- Liaise with Heads of Department / whole school staff about individual student progress in literacy and oracy as required.
- Oversee the delivery of support programmes to develop literacy and oracy such as Fresh Start English, Rocket Reader and Thinking Reading.
- Support EAL students.
- Ensure that the Examination Office and all teaching staff are aware of students who require extra time in their examinations.

The role of form tutors:

- To ensure accurate and enthusiastic delivery of literacy and oracy focused PREP activities such as: spellings, Pixl Unlock, Guided Reading and Mind 2 B Kind.
- To monitor the engagement of students with the literacy and oracy PREP programmes.
- Encourage the transference of literacy and oracy skills across the curriculum by providing students with key terms and referencing the oracy framework for example.
- Model good literacy and oracy skills.

The role of departments:

- Develop and use strategies to support and engage students in reading, writing, speaking and listening skills.
- Provide an environment that is stimulating for the development of literacy and oracy skills by ensuring that notice boards and displays are skills rich.
- Develop and use writing frameworks pertinent to their subject.
- Provide and discuss model examples of relevant text types students (WAGOLL - What a good one looks like or WABOLL – What a bad one looks like).
- Have literacy aids (e.g. dictionary/thesauruses) and oracy aids (discussion guidelines or role cards) available for student use.
- Ensuring explicit reference to literacy and oracy in schemes of learning.
- Share whole school literacy marking codes.
- Through the MRE process, HoDs have responsibility for monitoring the quality of literacy and oracy provision in their subject areas through learning walks and work scrutiny; and providing appropriate support for colleagues with embedding these core skills in their lessons.
- Providing reading recommendations for students from KS2-5 and promoting a love of reading.

The role of teachers

Teachers will:

- Ensure that their lessons include literacy and oracy.
- Model good literacy and oracy skills.
- Encourage the transference of literacy and oracy skills across the curriculum.
- Plan and develop opportunities for literacy and oracy development which encourage engagement of students of all attainment levels.
- Communicate differentiated success criteria and learning objectives to students explicitly, using speaking and listening, reading, writing and oracy skills.
- Create supportive opportunities for reading, amongst peers and to the class in order to share a love of reading.

- Create supportive opportunities for oracy, amongst peers and to the class in order to build confidence in speaking in a variety of contexts.
- Ensure that they are familiar with tier 2 and tier 3 language relative to their own subject, and that they are encouraging students to use terms accurately and in full sentences.
- Monitor student progress, using formative and summative assessment utilising literacy and oracy frameworks to narrow the attainment gap.
- Mark students' work for SPaG (Spelling, punctuation and grammar) using whole school marking codes, and ensure students make the necessary changes and improvements during DIRT time.
- Support and participate enthusiastically in whole school literacy and oracy initiatives such as DEAR week, No Pens and World Book Day.
- Make use of resources shared by the Leaders of Literacy and Numeracy on Google Drive.

The role of parents/carers

The role of parents/carers in raising literacy and oracy amongst students is a crucial one. We are committed to the development of home-school partnerships. As part of this partnership, we aim to:

- Involve parents/carers in literacy and oracy strategies e.g.: through parent information evenings.
- Keep parents/carers informed about literacy and oracy initiatives within the school and the wider educational context through newsletters, website, Facebook and when appropriate, letters home.

We ask parents/carers to encourage their children to:

- Purchase curriculum texts and ensure students have a reading book as part of their tools for learning.
- Read for pleasure and to extend their learning and interests in other areas (novels, newspapers, brochures etc) and then discuss with them what they have read.
- Encourage a resilient attitude towards reading.
- Plan and review their writing to try and eliminate errors.
- Present written work neatly.
- To support in our investigation of whole school literacy and oracy provision by participating in parent voice.
- To support staff leading additional support sessions for weaker learners.
- To develop academic literacy especially if they are aiming to study A Levels (eg: organised essay writing, effective note taking and summarising skills).
- To adopt a "have a go" attitude to what they find challenging.

The role of students:

Students should take responsibility for their own learning and are expected to:

- Carry a personal reading book at all times.
- Write in full sentences at all times unless explicitly instructed to make notes.
- Present all work neatly, taking care with their handwriting, spelling, punctuation and grammar.
- Proof-read their work to check for accuracy prior to submitting it.
- Make corrections when requested to do so.

- Work independently or with appropriate support on any literacy or oracy targets they may have.
- To adopt a resilient attitude towards literacy and oracy.
- To adopt a “have a go” attitude in the classroom.

Success Criteria:

Literacy and oracy will have a high profile across the curriculum and will be a central part of lesson planning rather than a ‘bolt on’ element.

Students should:

- Reach and exceed their expected progress in reading, writing, speaking and listening skills.
- Write and speak confidently and with greater accuracy in a variety of contexts.
- Read more fluently and be able to comment on what they have read showing a good level of comprehension skill.
- Know, understand and apply models to structure their writing.
- Have a better knowledge of how both written and spoken language can be used effectively for a range of purposes.
- Gain confidence in developing opinions and asking questions to clarify learning.
- Work independently or with appropriate support on any literacy or oracy targets they may have.

Schemes of Work, lesson observations and work scrutinies will:

- Show that literacy and oracy are being consistently taught/developed across the curriculum.
- SPaG (Spelling, punctuation and grammar) is regularly monitored and corrected as necessary according to the school marking policy.
- Students are challenged to incorporate key vocabulary into their responses and consider wider views.
- Show explicit use of the oracy framework detailing the 4 strands of oracy so students are aware of the oracy focus within the lesson.
- DIRT time is consistently given and students are showing positive progress.

Reviewed and Revised:

January 2020

Responsibility for Implementation and Review:

Deputy Headteacher
Curriculum Committee

Date of Next Review:

January 2022

Appendix 1: Enrichment

Students are offered a wide range of opportunities to participate in activities which are likely to enhance their development of key literacy and oracy skills.

These may include:

- A Library induction lesson in Year 7
- A Library induction lesson in EPCS6 with a workshop on referencing in academic essays, how to access online journals and how to footnote
- Shadowing national and regional book awards
- Daily homework club
- Entering school, local and national writing competitions
- Kids' Lit Quiz
- "Meet the author/poets" events
- Events linked to World Book Day and International Women's Day to promote literacy activities
- Reading mentors (Y7, Y9)
- Guided reading during PREP programme (Y7-10)
- Mind 2 B Kind PREP programme (Y7-9)
- Tutor spelling tests (Y7-10) developed through CPD with staff
- School council and parliament
- Criss Cross day activities

