



Whole School Literacy Statement

Our vision:

Easthampstead Park Community School is committed to developing confident independent students who are able to communicate effectively and to develop their own voice and the power that it holds through their literacy and oracy skills. In addition to quality first teaching, we provide a range of wave 2 interventions for students who require extra support with either their literacy skill or to develop a low reading age. Providing a whole school framework for teachers to draw inspiration from, we ensure students receive a consistent diet of lessons that challenge them to achieve their potential and encourage a curiosity of the world around them. We strive for social justice for all students, giving all students the opportunity to be exposed to high quality literature and being explicitly taught to connect with literacy. We want all students to feel that their voice matters and to have confidence in their power to communicate. This will provoke awe and wonder in their curriculum by offering a breadth of literary opportunity. Every child should have access to academic language and have academic language modelled to them, so we strive to ensure all lessons provide equity in experience as well as raising aspiration.

Our Intent

We aspire to develop Literacy to allow our students 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, equipping them with the understanding that talk varies according to whether it is presentational or experimental, formal or informal. Through our work across the whole school and within departments we aim to create students who are independent, curious learners who express themselves in mature and well reasoned ways, developing as they progress throughout their time in school and beyond into their future endeavours.

Our mission is supported through a collaboration with Voice 21 and the upskilling of teachers to create a Champion teaching group who help to share best practice and lead CPD. Our curriculum expectations and CPD programme has been designed around the 7 EEF recommendations for Literacy in a secondary school (2019).

A literate student will be able to:

- Read, write and speak confidently and with greater accuracy in a variety of contexts to enable them to feel that their opinions and their voice is valid so they feel confident to participate actively within school and the wider community.
- Build a broad vocabulary with a range of tier 2 and 3 keywords to support academic proficiency in all subject areas and within extra-curricular life.
- Know, understand and apply models to structure their speech and writing to express their views clearly, effectively and with vigour.

- Gain confidence and ambition in developing opinions and asking questions to clarify learning.
- Read for pleasure to gain a wider knowledge and understanding of the world around them.

If you were to walk around our school you should see:

- Teachers encouraging students to talk, providing scaffolds to support their talk and building confidence in talk through creating shared guidelines and expectations of talk.
- Embedded oracy icons, indicating to students the value of talk in building on ideas and experimenting with words.
- A range of reading strategies - students may be led through a text or ask to read in small groups or individually.
- A range of reading material, frequently pushing students to interact with the real world
- Praise for eloquent contributions
- Thinking time for students to develop academically fluent responses
- Corrections - both on behalf of the student and the teacher. Actively considering best communication and editing as necessary.
- Text type writing frames for extended writing
- Knowledge organisers with reference to keywords within the topic
- Sentence starters

Our implementation

Each year a literacy action plan is created out of the annual literacy audit. A number of priorities are chosen considering our current cohort of students and the work we have achieved prior. As literacy affects all departments and all staff, we continually provide 'Disciplinary Literacy' CPD throughout the academic year. Teachers are given the time and space to reflect on their practice and consider ways to improve their literacy / oracy pedagogy, making links where possible to further reading, or text type structures that can support extended writing. We lead by example and model effective literacy, consistently promoting the use of academic language in both written and verbal instruction and providing a range of examples to show teachers how to scaffold discussions or longer written pieces. As standard, all students are issued with knowledge organisers that break down a topic and provide a list of key words and sentence starters to support with their communication on the subject. The Literacy Coordinator provides a wealth of knowledge and resources to staff and works to find ways to provide consistent frameworks to students so that the importance of literacy is recognised in every piece of written work. The inclusion of PREP within the school programme has already begun to develop a love of reading across all year groups and provide students with a space to discuss their ideas, develop their vocabulary and share in the joy of reading. As a minimum, students in Y7-Y10 are issued with an age appropriate text for three guided reading sessions of 30 minutes a week; this is led by their tutor. Reading, writing and speaking are all skills that are tested in every lesson and as a result, we provide teachers with frameworks to help them to feedback on the quality of these skills. The work of the Literacy Coordinator revolves around supporting departments individually in order to ensure feedback is focused and links, wherever possible, to a marks scheme. As a result, literacy expectations in all lessons are a sign of quality first teaching and exposure to high level literacy through shared resources, Powerpoints and teacher modelling is a prerequisite for a quality lesson. This is supported with reference to literacy within our key school priorities (SRAP). Additional provisions (e.g. small groups or one to one tuition) will be used to accelerate the progress of students with particularly low literacy or weak communication skills to ensure that they are still able to communicate effectively.

Our Impact

Ultimately, we expect all students to secure a reading age at least equal to or above their current biological age by the time they leave us. GCSE and A Level examinations require a certain level of reading to be properly

understood and so we do all we can to ensure that all students are able to access examination material to be successful. If students can understand what is being asked of them, they are much more likely to achieve and be able to show their true potential so we expect exam results over the years to continually improve too. We want our teachers to recognise the importance of literacy in their subject and to likewise notice an improvement in outturns because of the work they have done to incorporate disciplinary literacy into their curriculum explicitly. Teachers themselves will model the level of academia they should inspire in their students and showcase regularly their own subject knowledge, sharing that learning is a never ending process. We want to continue our staff book club to further promote this idea and show students that anyone can make time for reading.

In addition to academic results, we want students to have developed a love of reading so that they can explore the world around them fully. We want students to turn to books as a source of knowledge, a means of escape and as trusted companions to whom they can turn to in order to relate and better understand their own thoughts and feelings. By ensuring that students read books in full and have opportunities to discuss what they have read, we are sharing with them how enabling and freeing reading can be and we hope that all students find out more about themselves through having read numerous texts and related to numerous characters. All students should be able to clearly relay information on the text they are currently reading in tutor time and have an additional text that they have chosen independently to read to harness their own developing passion for literature.

Appendix 1 - the student journey to literacy excellence

Throughout Year 7 we would expect students to be actively learning and embracing new vocabulary. We would see them attempt to use new vocabulary within their lessons, sometimes accurately and to build upon their knowledge from KS2 with the support of knowledge organisers. We would nurture this year groups high engagement and enthusiasm to encourage them to join extracurricular clubs and participate in our literacy competitions. They should also have begun to express themselves through written responses, implementing a range of department specific text types as needed and starting to understand the skill and technique of writing for different contexts. They will also begin to practice their reflection and editing skills through completing regular DIRT tasks. In terms of oracy, Year 7 students should be building confidence when speaking in the classroom and utilising the oracy framework to provide one another with fair and friendly feedback.

A Year 8 student, although still learning a number of subject specific terminology, should also find a focus on improving their tier 2 vocabulary. The way a student conveys a thought to a teacher should be becoming more academically proficient. Thinking time is essential in this year as students begin to acknowledge the difference between experimental and presentational talk. You may find Year 8 students actively engaging with their knowledge organisers or their vocabulary lists in order to improve their communication. When writing, students will showcase greater understanding of the nuances of language through their DIRT, selecting words for purpose and effect in a range of contexts.

In year 9 students continue to develop their vocabulary as they prepare to make their option choices at the end of the academic year. They will naturally start to show great curiosity about the subjects they wish to pursue and teachers of this year group will make a concerted effort to provide students with extended reading opportunities so that they consider all aspects of the subject they may wish to take and recognise the importance of reading around the subject and considering its use within the real world. They will collate a wide range of vocabulary that they can draw upon to develop successful and thoughtful responses both written and verbal. Students continue to build their tier 2 language skills through PREP led guided reading and will have

read a number of literary texts by this point. Students should not only acknowledge a difference in the way they communicate in different scenarios, but should show some level of preparation for speaking in these different contexts. There should be a marked difference between how students speak during group work and when 'feeding back' to a whole class or teacher.

During year 10, students will begin developing the foundation skills needed to be successful at a GCSE level. Due to selecting their option subjects, students will find themselves learning lots of new tier 3 vocabulary once again and practicing using these new words in sentences. It may seem that student confidence takes a slight hit in this year as students find their feet with their new subjects, but by the end of this academic year, all students should have confidence in their chosen subjects and be able to communicate simply but effectively about their choice using their newly adopted language. At this point, extended writing tasks will emulate the GCSE framework in each subject and so it is important that students have a writing framework that links to the marking criteria. These complex writing tasks will be broken down so that students feel successful in their writing and secure marks in the most succinct way.

In year 11 students should have a firm knowledge of the necessary skills to be successful in reading, writing and oracy across a range of subjects. They should be able to identify the need to adapt their vocabulary and structure of writing to fit their purpose and subject area, enabling them to write and speak successfully within each discipline. Students in this age group should be able to make decisions quickly, editing their language as they speak or write. Students should be seen to be using academic language instinctively as they respond to others or lead on a presentation.

By sixth form, students will have developed a scholarly knowledge of their chosen subjects and be able to confidently and passionately deliver spoken and written responses beyond that needed to pass their qualifications. Students will have a vast range of vocabulary to utilise and will have developed a strong sense of self and the ability to express themselves. Learning new vocabulary at this stage is not intimidating and students will utilise their past experiences of creating vocabulary lists that 'stick' to make their learning resonate with them individually. By the end of their time with us they will have perfected the skills needed in spoken and written communication to enable them to be successful in their future beyond our school be this higher education or the world of work.

Appendix 2 - provision map

All

- Key vocabulary provided via Knowledge organiser, word banks and explicit teaching
- Keywords 'Vocab in Action' in all classrooms
- Literacy competitions every half term
- Access to the library and book loaning
- Access to book clubs
- Whole school celebrations of literacy related events such as WBD
- Various after school support / clubs
- Additional intervention groups for students with SEND

Year 7

- First exposure to guided reading in large groups
- Library induction
- Introductory scheme of work in English to support developing readers
- Intervention for those with low reading age with the aim of closing the gap

- Work experience within the library, taking a supporting role
- Introduced to Oracy concepts based on Voice 21
- Use of WordMania to inspire competition with vocabulary building

Year 8

- Guided reading texts increase in difficulty to challenge reading ability and vocabulary
- Intervention continued to be offered for students acknowledged to have weaker literacy skills.
- Work experience within the library, taking a leading role
- Opportunity to be a Library Ambassador

Year 9

- Foundation year for GCSE skills
- Applying accumulated vocabulary with confidence
- Increase in subject specific knowledge and vocabulary
- Development of learning through talk to develop confidence in new subjects

Year 10

- Formal assessment of spoken language linked with english GCSE
- Exam vocabulary explicitly taught with a focus on Tier 2 and 3 words

Year 11

- Established list of keywords in each subject with examples of how they're used
- Range of text-type frameworks for revision
- The completion of a number of literary texts, both within subjects and from own reading

Sixth form

- Academic texts and wider reading provided to aid transition
- Mentoring of younger years through the ABC reader programme