

# Whole school literacy

Inspire - Impact - Independence

## OAKWOOD ACADEMY MISSION STATEMENT

"Promoting learning excellence - Inclusion beyond the barriers".

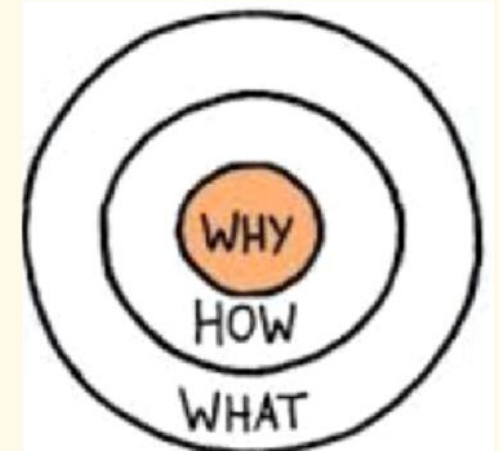
### Moral Purpose

"We are united in the belief that together we can inspire all learners to dream, persevere and achieve so that we can change lives for the better, now and for future generations to come"

Policy developed by:	Lisa Haselden
Policy to be reviewed:	Summer 2026
Summary of changes	Changes to shemes and approaches

## Aims of Teaching and Learning at Oakwood; Inspire - Impact - Independence

The aim of Teaching and Learning at Oakwood is to provide high quality education which **inspires**, has a positive **impact** on all young people and results in fostering **independence**, preparing them for the future.



### Policy Development (How)

The policy has been developed through:

- The Literacy Steering group. The steering group consists of 12 members of staff from the base, core and foundation subjects. Also includes speech and Language therapist.
- A SWOT analysis was completed as a starting point and used to set actions.
- RAG action plan 2020 - 2021

## Literary Policy - Rationale

- The rationale of this Literacy policy is to:
  - introduce the key aims and objectives of literacy across the school
  - to explain the effective Teaching and Learning strategies involved in literacy.

## Literacy Policy - Vision (Why)

- Oakwood's Literacy Policy Vision (Why)
  - To develop a whole school consistent approach to the delivery of literacy through all subjects alleviating barriers to learning.
  - Pupils will have regular opportunities to practise their reading, writing, speaking and listening in all lessons and across a range of contexts.
  - Pupils' will develop their functional literacy skills giving them the best chance possible for social mobility in the future.

# Main aims of the Oakwood curriculum



Provide an **ambitious academic curriculum** so that students can access a wide range of qualifications that can support and impact on their further education and their employability.

To address pupils widest gaps in education by developing basic skills in **literacy and numeracy** across the curriculum in order to prepare our students for the opportunities, responsibilities and experiences of later life.

To ensure that we have a **broad and balanced offer** for our students to build upon students strengths and interests to inspire them to hold high aspirations for their future

To develop our students **cultural capital**, for us this is providing students with the opportunities to experience people, places and things that contribute towards the essential knowledge that pupils need in order to be educated citizens. To promote pupils physical health and personal development which includes the spiritual, moral, cultural, mental development of pupils at the school in order to **prepare our students for the opportunities, responsibilities and experiences of later life**

## Definition of literacy:

- The development of an effective literacy skill set (comprising of speaking, listening, reading and writing) is necessary in order to empower pupils and prepare them for the future. Literacy skills are used on a daily basis in order to communicate with, and make sense of, the world around us. By maximising pupils' literacy skills to their full potential, pupils are given the opportunity attain success at the highest level possible for each individual learner. In order for pupils to develop and improve their literacy skills they must have the opportunity to practise them across a range of settings and audiences. Improving literacy and learning can have an impact on students' self-esteem, motivation, behaviour and attainment. It allows pupils to learn with increasing independence and develop skills that will be called upon throughout their adult lives.

## Consistency across the school

- A Consistent approach to the delivery of Literacy throughout the academy is achieved through meeting regularly with all staff to share effective good practice and the current strategies being employed within the school.
- Cross- curricular connections developed through Heads of Department working with the Literacy Lead to develop areas of literacy within the curriculum.
- Heads of Department have a responsibility to monitor and develop literacy strategies within their specific subject areas.
- Through IRIS teachers are able to share ideas and strategies and model best practice.
- Regular monitoring of literacy progress through lesson observations, book scrutiny and learning walks.

# Consistency across the school

Throughout the academy pupils should have regular opportunities to engage with literacy based tasks which are functional and useful to their learning. These may come in the form of:

## 1. To developing effective Speaking and Listening skills:

- To develop effective communication skills.
- To develop the ability to communicate in familiar and unfamiliar environments.

## 2. To developing Reading skills:

- To improving reading ages
- To be able to handle variety of texts; including unseen text.

## 3. To developing Writing skills:

- To be able to write for different audiences and purposes using a range of text types.
- To improve spelling ages
- To improve handwriting

**Depth & breadth** - It is our intention to develop children's ability to speak with confidence, clarity and fluency in a variety of situations, for a variety of audiences and for a range of purposes across all subjects. Also, to develop their capacities to listen with attention and understanding.

**High Expectations**- Continuous high expectations about the ways pupils speak across English and all curriculum areas

**Promoting Oracy across the curriculum**- Teachers will put talk or discussion is at the centre of the learning process. High-quality talk is a vital ingredient in narrowing the gap and improving outcomes.

**Assessment**- Teachers will use the Oracy Framework to assess pupil's oracy skills, ensuring pupil's are developing the essential skills required for personal and academic success.

All staff will:

- Lead by example, ensuring Standard English is used at all times and encourage pupils to respond in this way when appropriate for the pupil.
- Challenge pupils when slang or inappropriate colloquialisms are used when not appropriate to the situation or context.
- Create opportunities for talk in a range of contexts: whole class discussion, small group discussion, paired discussion, individual contribution, role play etc.
- Encourage pupils to develop good listening skills using whole body listening.
- Model fluent reading during form time reading for pleasure- books will be displayed using a visualizer for students to follow along.

## Promoting the highest standards of oracy

- **Guidelines** -. Clear guidelines are created by the students themselves to foster an environment where they feel safe to contribute to lessons verbally.
- **Culture of error**-teachers will create an environment in which pupils feel confident to make verbal contributions in class. Teachers will model failing to demonstrate how this is an important part of learning.
- **Teacher modelling** - what effective talk sounds like in their subjects, including using subject specific tier 2 and tier 3 vocabulary.
- **No hands up**- oracy will improve with regular practice and feedback. We expect that there will be responses from all during all lessons in the curriculum. This will be achieved by using 'no hands up' approach or by providing students with the opportunity to develop answers in partners or small groups before feeding back to the whole group.
- **Scaffolding**- Pupils will be supported to speak in full sentences using scaffolds in all subject lessons where there is opportunity for discussion or debate.
- **Practice makes perfect** - we know that answers do not jump into our heads fully formed, in a grammatically correct sentence. Pauses and fillers help our students fill gaps while their brain works out the sentence they are trying to build. Where possible we provide students with the opportunity to repeat in a full sentence once formed.

All staff will:

- Provide opportunities for reading in class, both as individuals and in groups.
- Encourage further reading around the subject where appropriate.
- Include reading as research tasks as appropriate to pupil ability.
- Develop pupils' ability to retrieve and select information from text, interpreting this information where possible.
- Promote the enjoyment of reading.
- Familiarise themselves with pupil reading ages and take these into account when sharing text with pupils.
- Model reading aloud phonetically when introducing pupils to key vocabulary.

## All staff will:

- Model high standards of presentation thorough writing: following the presentation policy for each subject.
- Ensure that writing is always purposeful and contributes to the learning of the pupils.
- Sequence talk activities alongside writing tasks to develop pupil's understanding and confidence using tier 2 and 3 vocabulary.
- Make sure ICT is used by pupils to help meet individual needs by allowing them to edit, redraft and present their writing in a variety of ways, allowing them to capture their learning outcomes.
- Promote the use of dictionaries and thesauruses (there are a range of these to suit all levels in every classroom) to aid spelling and further develop vocabulary.
- Make sure that the spell checker on computers is set to English UK rather than English US.
- Refer back to the teaching and learning policy with regards providing feedback.
- Ensure spelling on displays, handouts, presentations and marking is correct.

All staff will:

- To use comic sans font when creating own resources, handouts and presentations.
- To edit resources where possible to be displayed in comic sans font.
- Ensure spelling on displays, handouts, presentations and marking is correct.
- Use resources that encourage the development of handwriting for individual pupils as necessary.
- Familiarise themselves with pupil spelling ages and take these into account when supporting with writing and marking incorrect spellings.
- Follow the RWI spelling strategy when supporting pupils to spell words.

## Literacy strategies across the curriculum

There are a number of strategies that are implemented across the curriculum in order to develop pupils' literacy skills. These are as follows:

- Specific Vocabulary Teaching (see slide 15)
- Cooperative Learning (see slide 16)
- Phonics (see slide 17)
- InPrint. Clicker7/ Widgeit (see slide 18)
- High emphasis on reading (slide 19)
- Say it like a...(slide 20)
- Concept cartoons (slide 21)
- No hands up

# Specific vocabulary teaching across the curriculum in order to develop pupils' literacy skills.

- **Vocabulary** - We see vocabulary as a currency that students exchange in almost all aspects of their life. The more they have in the bank, the better their chances of success. With this in mind, a key piece of vocabulary is taught at the beginning of a lesson and regularly referenced throughout. This is a method that is repeated across all areas of the curriculum.



## Oakwood Academy Vocabulary boards

These boards have been designed to facilitate literacy based activities across all subjects. Staff may use the board to focus pupils' attention to an identified key word which links with the learning objective, especially if this is the first time pupils have encountered said key word. The literacy boards have been developed in conjunction with a speech and language therapist to also target speech and language needs at the same time

<b>Feel</b>	What does it feel like?	What is the first sound you can hear?	<b>1st sound</b>
<b>Smell</b>	What does it smell like?	What is the last sound you can hear?	<b>Last sound</b>
<b>Sound</b>	What does it sound like?	How many beats are in the word?	<b>Syllables</b>
<b>Look</b>	What does it look like?	Words that rhyme with the word.	<b>Rhymes with ____</b>
<b>Taste</b>	What does it taste like?	Letters placed before a stem word.	<b>Prefix</b>
<b>Category</b>	What category does it belong to? Toys / animals / sports etc...	Letters placed after a stem word.	<b>Suffix</b>
<b>Function</b>	What does it do? How does it work? What do you do with?	How many letters are in the word?	<b>1 2 3</b> <b>How many letters</b>
<b>Antonym</b>	Word which has the opposite meaning.	Break up the word into phonic sounds and label with . _ and )	<b>Phonics</b>
<b>Synonym</b>	Word which has a similar meaning	A word with same sound or spelling but different meaning.	<b>Homonym</b>
<b>Definition</b>	Dictionary definition of the word.		
<b>Sentence</b>	Use the word in a sentence.		

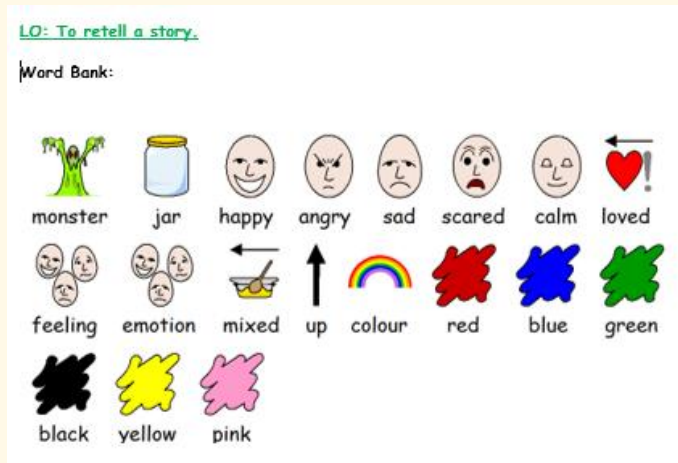
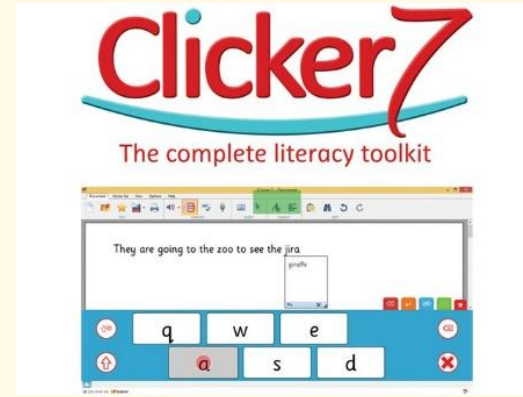
### Co-operative learning

Staff will use co-operative learning strategies such as "Kagan structures" to encourage collaborative learning and create opportunities for pupils to practise literacy based communication skills.





**Clicker7** is a word processing programme that is used across subjects when appropriate to help support pupils with their literacy. When word processing Clicker7 helps to predict what pupils are attempting to spell and will also read back to pupils what has been written. This is powerful as it helps pupils to hear grammatical errors in their writing and encourages them to edit work independently.



### **Communicate in Print/ / Widgit**

Communicate in Print will be used to support pupils with a KS1 reading age. The programme gives visual prompts which match the vocabulary enabling pupils to make plausible attempts at words they may find difficult to decode unaided.



## Reading for pleasure

Every form teacher reads to their form during form time 4 mornings a week. The books are selected by students from a PowerPoint which offers around 20 highly recommended age appropriate books, covering a range of genres including poetry. The book each form has chosen is displayed on their classroom door for others to see. Teachers model reading fluently to pupils, displaying the text on IWB. Challenging vocabulary and plot developments should be discussed at least once per page.



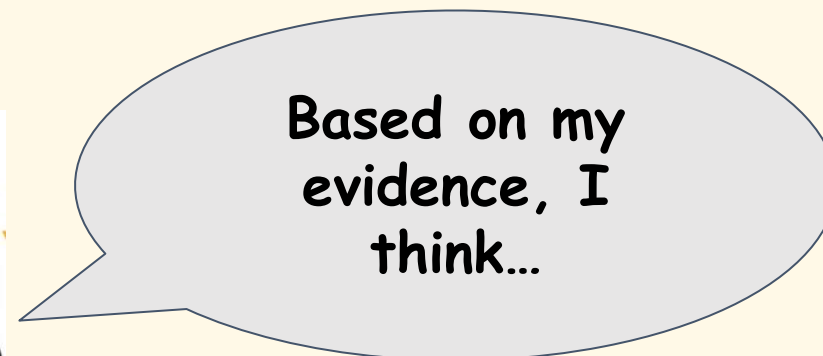
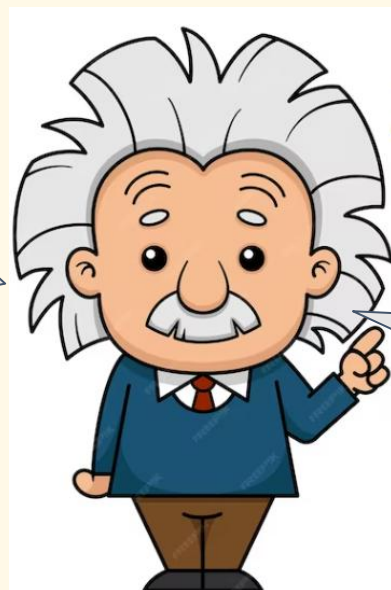
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## Say it like a...

At Oakwood, we employ the 'Say it like a...' approach to enhance the standards of Oracy among our students. This technique prompts pupils to articulate their thoughts and responses more coherently. Teachers guide students to reformulate initial thoughts and responses into fully formed sentences using specific prompts such as 'Say it like a mathematician' or 'Say it like a scientist.' This methodology aims to foster clear and effective communication skills, aligning with our commitment to upholding high standards of Oracy throughout the school.



## Concept Cartoons

At Oakwood, our core subjects use concept cartoons to stimulate meaningful discussions and debates centred on moral, ethical, or social issues relevant to the subject matter or to tease out common misconceptions. These carefully curated visual aids serve as catalysts for engaging classroom conversations, encouraging students to explore the broader implications of their studies.

Concept cartoons are strategically employed to create a platform for students to express themselves and articulate their opinions on pertinent moral and ethical dilemmas intertwined with the subject at hand. This approach not only deepens their understanding of the academic content but also nurtures the development of critical thinking skills and provides opportunities to engage orally across a range of subjects. At Oakwood, we want students to know they have a right to be heard.



# No hands up

Our aim is to become a 'No hands up' school by creating a culture of talk in our classrooms to equip students with the vital skills they will need throughout their lives. This is achieved through various strategies including;

A culture of error

Think- Pair- Share

Cold Calling

Scaffolds to support pupils with talk

Learning mats

**Agree – build – challenge**

<b>Giving a new opinion</b> I think that... My opinions is... I believe that ... In my view...	<b>Agreeing</b> I agree with...because I would argue the same thing... The reason I agree with ... is ...
<b>Building</b> I would like to add to ...'s point In addition to ...'s point... Building on what ... said...	<b>Challenging</b> I don't think ... is right because I disagree with ... because I'd like to challenge the view that...

## SAYING OR STATING AN IDEA

- I think...
- I strongly believe...
- It is my opinion that...

## CLARIFYING OR CHECKING

- Please could you clarify that?
- Please could you explain what you mean?

## SEEING THINGS FROM A DIFFERENT PERSPECTIVE OR VIEWPOINT

- What if...
- Some people think...

## SUPPORTING OR AGREEING

- I agree...
- I agree with Sara because...