



Whole school literacy

Inspire - Impact - Independence

OAKWOOD ACADEMY MISSION STATEMENT

"Promoting learning excellence - Inclusion beyond the barriers".

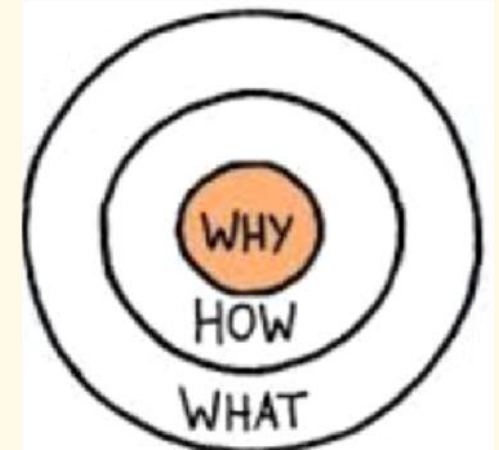
Moral Purpose

"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:	L Bell
Policy to be reviewed:	Summer 2024
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

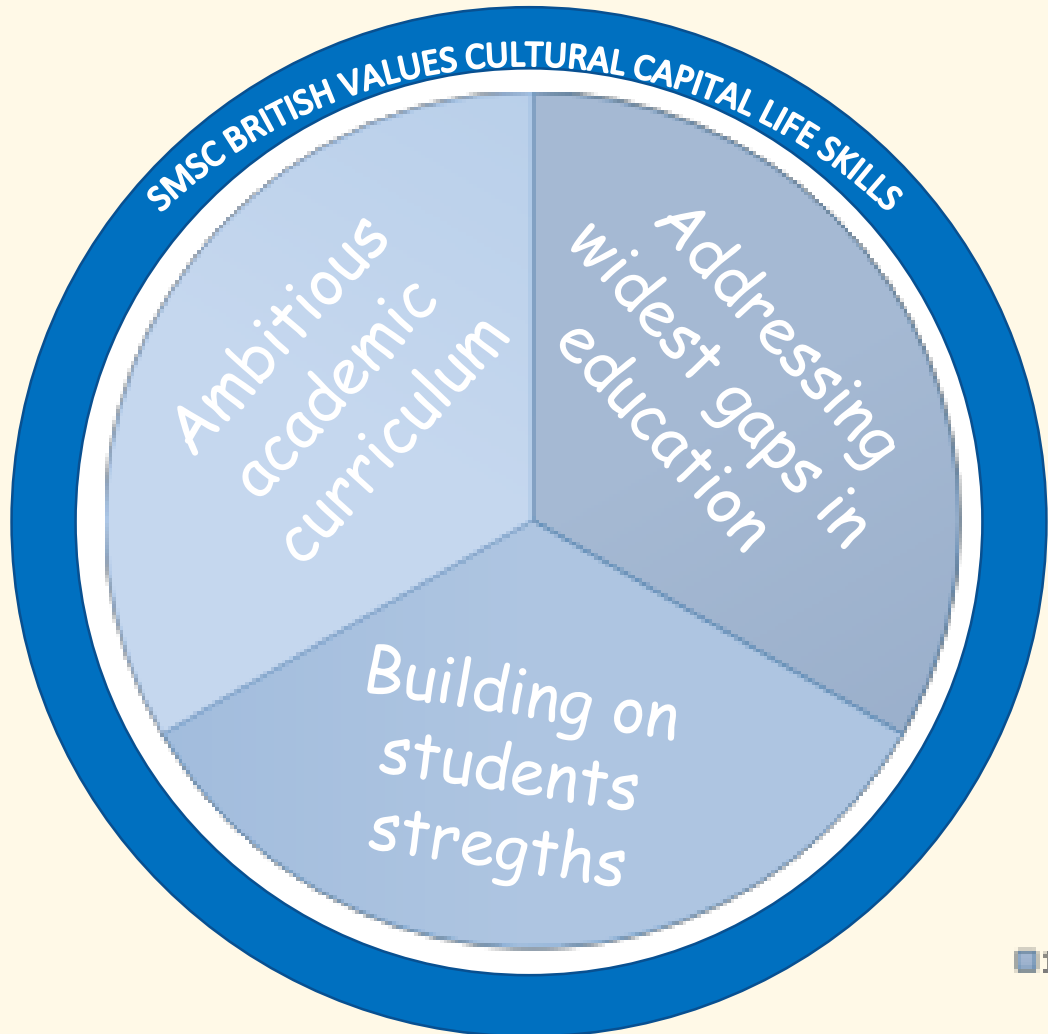
Literary Policy - Rationale

- 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.

- 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. To aid CPD a bank of video resources is disseminated which demonstrate literacy strategies from within the classroom.
- After training sessions staff are asked to complete feedback forms to assess their understanding of the strategies. This feedback is shared with the steering group and next steps planned as a result of this.

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 differing audiences and purposes using a range of text types.
- To improve spelling ages
- To improve handwriting

- Staff expectations:

Speaking and Listening:

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.
- Repeat back incorrect pupil speech with correctly modelled language with a minimum disruption to flow.
- 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.

Speaking and listening

- **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.
- **Modelling** - Teachers model correct use of Standard English and accurate speech to improve grammar in children's writing.
- **Verbal rehearsal** - Speaking is the passage to writing and students are encouraged, through our approach to the teaching of writing, to verbally rehearse what they want to say before committing this paper. Also, students will participate in choral reading to build confidence, motivation and fluency.

Specific vocabulary teaching

- **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.

Promoting the highest standards of oracy

- **High expectations** - the biggest thing we can do to improve pupil's levels of oracy is to have continuous high expectations about the ways pupils speak across English and all curriculum areas. Clear guidelines are created by the students themselves to foster an environment where they feel safe to contribute to lessons verbally.
- **Rephrasing and paraphrasing** - if a child gives a poorly formed answer, or a one word answer. This isn't accepted in the first instance. Phrases such as ' You have the start of a great answer there, can you just try and finish off the sentence / put into a sentence / add a little bit more detail can be used.
- **Contributions from all** - 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.
- **Provide feedback** - our teachers provide feedback on verbal responses; 'That was a great answer because'
 - You spoke clearly and at a great volume
 - You didn't speak too quickly
 - Your answer was in a complete sentence
 - You spoke like an!

Reading:

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.

Writing:

All staff will:

- Model high standards of presentation thorough writing: using lower case; using accurate punctuation; correct spelling; and in large print on the whiteboard to ensure all children, including visually impaired, can see it clearly.
- Ensure that writing is always purposeful and contributes to the learning of the pupils.
- Ensure that pupils engage in writing, when necessary thorough appropriate support, such as modelling, visual prompts and sentence stems. Pupils should be encouraged to verbally rehearse.
- 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.

Writing:

All staff will:

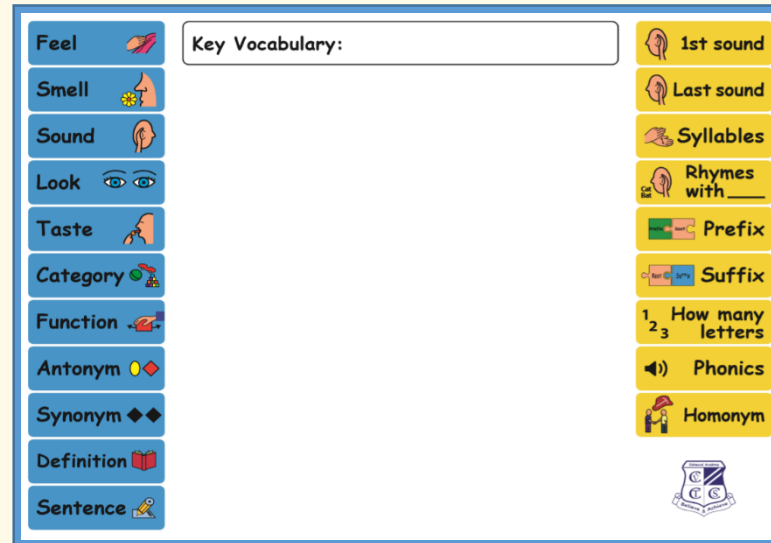
- To use comic sans font when creating own resources, handouts and presentations.
- To edit resources where possible to be displayed in comic sans font.
- Ensure spelling on displays, handouts, presentations and marking is correct.
- Use resources that encourage the development of handwriting for individual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

Literacy strategies across the curriculum and staff CPD.

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

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



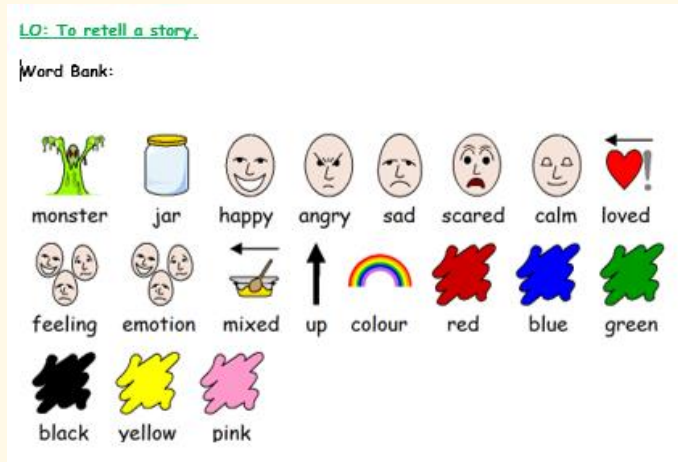
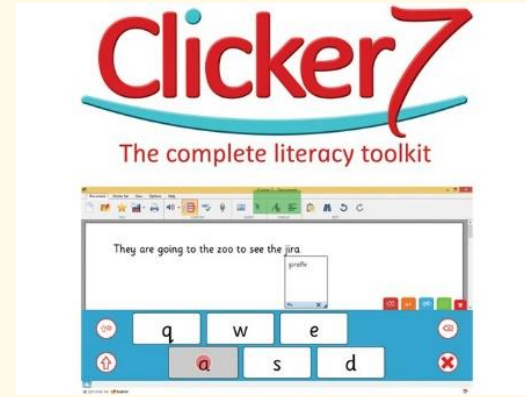
Feel	What does it feel like?		1st sound
Smell	What does it smell like?	What is the first sound you can hear?	Last sound
Sound	What does it sound like?	What is the last sound you can hear?	Syllables
Look	What does it look like?	How many beats are in the word?	Rhymes with _____
Taste	What does it taste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

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.

High emphasis on reading all around school

Displays are all around school showing our students staff as readers. This is to raise the profile of reading and we have been keen to show practical subject areas and books for these subjects.



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.



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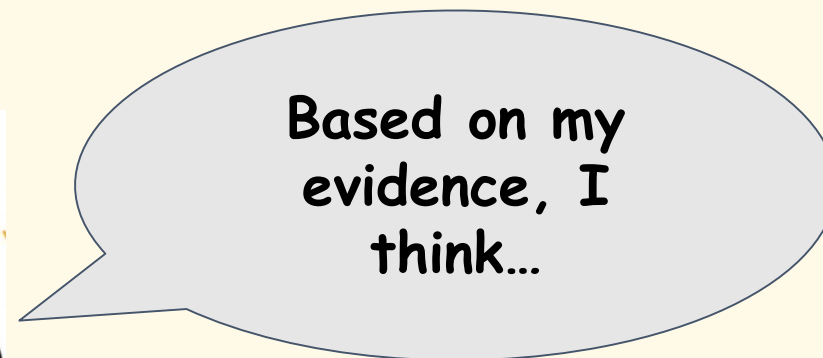
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Say it like a...

"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.

