



Magna Academy
Poole
an Aspirations Academy

Literacy and Oracy Policy 20-21

Magna Academy Poole

Last reviewed on: September 2020 by SME

Next review due by: September 2021

Literacy & Oracy Policy

Focus 2020-21: Tier 2 Vocabulary and Developing Oracy (Stage 1)

Vision

At Magna Academy Poole we are acutely aware of the need for students to possess effective literacy and oracy skills, and thus have a relentless focus on improving these skills so that every student is supported to achieve the highest possible outcomes, regardless of their socio-economic background. The ability to listen actively, speak clearly and communicate articulately is a fundamental part of the learning process, and essential in order to access the curriculum. At Magna, we strive to develop students' literacy and oracy skills to the highest standard through our culture and curriculum, both as an integrated pedagogy and as a discrete entity, thereby supporting our academy vision to have a transformational impact on our students' lives.

Our vision and framework for literacy development are also closely linked to our academy mantras:

- Work hard be kind
- Excellence is a habit
- Empowered by knowledge
- Aspire and achieve

We believe that through hard work and resilience, supported by our framework and culture of high aspirations, students can achieve whatever they set their minds to, and this includes breaking down the barriers of literacy and oracy.

'Language is the prime medium through which pupils learn and express themselves across the curriculum, and all teachers have a stake in effective literacy.' -QCA

Rationale

All staff are responsible for the promotion of literacy and oracy through high expectations of the written and spoken word. All subject teachers have a crucial role to play in developing students' academic and formal language, whether through modelling in conversations with each other, facilitating class discussions or through explicit teaching of tier 2 and tier 3 vocabulary (see Appendix 7) in lessons. The purpose of this policy is to ensure clarity of whole-academy systems and strategies to support the literacy of all students. The framework also sets out to support teachers in developing the physical, cognitive, linguistic, and social and emotional aspects of students' oracy. Our literacy and oracy focus for 2020-21 links directly with our Teaching & Learning focus (Challenge and Engagement) to ensure that we have a coherent approach that will have maximum impact. All strategies and initiatives are also embedded in our Teaching & Learning framework so that nothing is an add-on, but are an integral part of students' daily curriculum. Key reading that has guided this policy includes: Improving Literacy in Secondary Schools – Guidance Report (EEF), Voice 21, Oracy Cambridge.org, The Vocabulary Gap (Alex Quigley), The Reading Gap (Alex Quigley), Bringing Words to Life (Isabel L Beck) and Reading Reconsidered (Lemov).

Aims

- To expose students to a wide range of challenging texts to increase cultural capital and support curriculum learning.
- To improve students' literacy skills – speaking, listening, reading and writing and expand their vocabulary repertoire.
- To ensure students can access the curriculum in all subject areas and improve life chances.
- To foster engagement with reading and promote reading for pleasure.
- To develop students' self-confidence and metacognitive abilities through the physical, cognitive, linguistic, and social and emotional aspects of the oracy framework.

Three Literacy and Oracy Strategies (3LOS)

We have a whole academy focus on three main strategies to support the development of students' literacy and oracy skills:

1. Insist that students answer all questions in full sentences for both oral and written responses
2. Embed use of the literacy placemats for written and oral answers (where appropriate)
3. Embed the use of the oracy progression chart in all lessons so that all students master stage 1 (Apprentice)

Whole School Initiatives

Drop Everything And Read (DEAR)

Y7-10 and P16 students follow a weekly tutor time programme, which includes four sessions of DEAR. These sessions are 30 minutes long and follow a set structure to ensure maximum learning time and consistency. Three of the four sessions are dedicated to reading a novel using our 8 literacy techniques, and the fourth session is dedicated to reflection and discussion using the personal response log in which students answer some text-based questions and write about what they have read. The log also includes a glossary of 25 key tier 2 words from the novel.

Students read one novel every 12 weeks and the whole year group reads the same title at the same time, which allows for more in-depth discussion and quality reading sessions, plus support from Heads of Year with book-related assemblies and competitions. Each tutor room has a notice board with DEAR and literacy information (including Word of the Week) with space for additional new vocabulary.

Year 11 have a separate DEAR programme – Drop Everything and Revise – to equip them with essential skills for their examinations.

DEAR Programme

Year Group	Unit 1	2	3	4	5	6
7	A Christmas Carol		Alice in Wonderland		Treasure Island	
8	Journey to the Centre of the Earth		Animal Farm		Jane Eyre	
9	Romeo and Juliet		Pride and Prejudice		1984	
10	Dracula		Turn of the Screw/War of the Worlds		The Scarlet Letter	
12	Edgar Allen Poe Short Stories		Dr Jekyll and Mr Hyde		The Adventures of Caleb Williams	
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DEAR Session Structure

Time	Activity
13.30 – 13.32	Register & book distribution – teacher takes the register whilst students hand out the books.
13.32 – 13.35	Vocabulary retrieval – Retrieval of vocabulary from word wall / log books plus comprehension check / summary from last session.
13.35 – 13.40	Read Aloud & Spot Check – teacher reads aloud modelling expressive reading and uses spot check to check all students are following / test pronunciation.
13.40 – 13.47	Control the Game – students read aloud and teacher uses control the game by changing reader regularly: '[name], pick up.'
13.47 – 13.54	AIR – Accountable Independent Reading in silence – teacher gives students a specified place to read to in this time.
13.54 – 13.57	AIR follow up – teacher questions students on their reading – by giving a summary or answering key questions – to check for understanding and accountability. Responses to use Habits of Discussion.
13.57 – 14.00	Chanting & pack away – students chant new / key vocabulary as they pack away. Use Call & Response to embed.

KS3 Reading Homework

Students have daily reading homework. For three nights a week, students will have a 30-minute reading task to complete from their reading homework booklet. This booklet contains non-fiction, fiction or literary non-fiction secondary texts which are linked to their class DEAR (Drop Everything and Read) Penguin Classic book. These texts will help to provide contextual information, information about a specific genre or time, or thematic links to their primary DEAR

book. Students read the appropriate text (or part text) and answer the questions relating to this as indicated on the homework grid at the front of the booklet. Students can answer the questions in the booklets. The questions are used to test the students' understanding of what they have read.

For the other two nights a week, students will read an appropriate text of their own choice (Reading for Pleasure – R4P) for 20 minutes minimum and then write a short summary (half a page, 10 minutes) about what they have read. This should also be written in the booklet and students may use the list of questions and sentence starters at the front of the booklet to help structure their summary.

Morning Literacy Development Session

Years 7-11 have a discrete literacy session once per week, delivered by their tutor. Students are provided with a booklet for the year with tier 2 vocabulary that the tutor will introduce and embed through a range of practice and consolidation activities. All students learn the same word at the same time, and we focus on one per week. Teaching staff are expected to incorporate this vocabulary into their lessons and curriculum where appropriate, and all staff are expected to support in raising the profile of the 'Word of the Week', which will also be displayed on the plasma screens around the academy. Each week, the word that has been learned will be added to the Word of the Week Wall Gallery.

During this session, students will also be encouraged to develop their oracy skills when asking and answering questions about the vocabulary and having discussions about the texts. Teachers will use the oracy framework and guidance, and all students will refer to their oracy progression chart (kept in their Knowledge Organiser) to evaluate themselves and each other. This is closely linked to our T&L framework in supporting students to develop their metacognition.

Paired Reading

A paired reading programme is in place for small groups of Y7 and 8 students who need additional support. These sessions are facilitated by Sixth Form students (1:3) and run during DEAR time twice per week on a 6-weekly cycle.

Literacy Skills – Practical Strategies for Lessons

- Use of the 8 literacy techniques (8LT) in lessons and DEAR sessions – see Appendix 1
- Literacy placemats with tier 2 vocabulary, command words, conjunctions and sentence starters used in all lessons
- Sets of English dictionaries in all classrooms – encourage students to look up new vocabulary and keep a word list in the back of their exercise book
- Whole Class Feedback policy identifies literacy errors and corrections
- Use of knowledge organisers in lessons for embedding subject-specific terminology (tier 3 vocabulary)
- Use of model answers – pre-prepared or constructed during the lesson on the whiteboard or using the HUE visualiser

- Use of writing frames and structure strips for longer pieces of independent writing
- Teach students different reading techniques for different purposes, e.g. skimming and scanning to locate specific information
- Build a variety of reading and writing tasks into lessons, e.g. summarising, paraphrasing to develop skills and ensure all students can access them
- Ensure that a range of texts are used in sequences of lessons to challenge students and that students understand the purpose e.g. informative, instructional, persuasive etc.
- Allow students to write in a variety of forms for different audiences e.g. letter, report, journal
- Low stakes testing of students on the spelling of key words

Oracy Skills – Practical Strategies for Lessons

Oracy is delivered as an integrated pedagogy and the Teaching & Learning framework supports the development of these skills in lessons. Specific strategies and techniques that should be used alongside the oracy framework documents to support students in becoming confident and effective speakers include:

- Teaching students explicitly how to participate orally in groups and in the whole class:
 - Using talk to develop and clarify ideas
 - Identifying the main points to arise from a discussion
 - Listening for a specific purpose
 - Discussion and evaluation
- Implementing the Oracy Guidelines for the classroom consistently – see Appendix 5
- Structuring tasks in lessons so that students know the purpose of their listening and providing note-taking frames as appropriate
- Providing students with the opportunity for discussion and debate in lessons in line with the 6MF/T&L framework, for example by posing open questions
- Scaffolding students' verbal interactions and responses during lessons, for example by using sentence starters
- Using turn and talk in pairs to encourage discussion and ideas sharing
- Ensuring students are given sufficient thinking time to respond to a question and to formulate an answer (also useful to provide mini whiteboards)
- Insisting that students repeat and improve their answer, where appropriate, following the oracy framework and using specific vocabulary
- Providing students with the opportunity for public speaking /presentations in a formal setting such as assemblies and other events.
- Modelling excellent oracy to students following the elements of the oracy framework
- Providing students with feedback on both what they say and how they say it
- Embedding metacognitive reflection by ensuring students regularly use and become confident with evaluating themselves on the Oracy Progression chart (stored in Knowledge Organiser) – see Appendix 3
- Regularly reviewing ourselves against the Oracy Benchmarks to improve our own practice

Supporting students with SEND

The Phoenix Centre supports all our students to achieve their best and become confident individuals. This is particularly important with literacy and oracy. Every student on the SEND register has a learning profile identifying their need and quality first teaching strategies to support the students in the classroom. The strategies to support literacy and oracy could include:

- Pre-teach subject vocabulary and meanings with visual cues.
- Support instructions with visual cues or reminders.
- Give additional time for handwritten tasks or differentiate the task so it is shorter.
- Encourage use of a mind map to help put thoughts on paper.
- Avoid expecting the student to complete tasks in the same time as their peers.
- Offer additional support such as writing frames, mind maps etc.
- Avoid asking the student to read aloud without discussion and agreement beforehand.
- Avoid asking the student to speak publicly without discussing and agreeing this first.
- Do not rush the student during verbal exchange.
- Do not finish the student's sentences.

The Phoenix Centre also supports students with targeted interventions which include

- Small group DEAR
- 1:1 reading intervention
- Reading Comprehension
- Lexia
- Talk about programme

English as Additional Language (EAL)

Students with EAL benefit from being submerged into the mainstream teaching of the school in order to develop their oral fluency quickly, feel part of the academy, develop their language in context and experience the full curriculum. For this reason additional support is provided within the classroom by quality first teaching to include

- A classroom rich in oral experiences
- Reading aloud to students
- Use of translated materials and dictionaries
- Time for student to practise new language, for example chanting
- Pre-teaching subject vocabulary and meanings with visual cues.

Academy Library

At Magna academy we strive to foster a love of books and reading for pleasure, and to support this we have a well-stocked library for student use. We have a member of staff (ALR) who is our library lead and who coordinates various reading events and competitions. Examples include 'My favourite book' reading sessions, World Book Day and visiting writers. The library is open for students to use at break and lunchtimes for silent reading or silent working.

The library is also used during curriculum time to ensure that we are instilling good habits from an early age. Year 7 and 8 have one 'library lesson' per fortnight which is a structured session, allowing students to read more widely.

The Magna Sixth Form hub also contains a reference library to support students with their independent study.

Testing & Intervention

Year 7 and 8 students are tested using the New Group Reading Test once per term. This offers a personalised experience for each student which is accessible for those who are struggling and challenging for those who need to be stretched. NGRT assesses reading comprehension, set against national benchmarks, and helps to quickly identify problems that will hold back a student's progress, with customised practical classroom solutions to put in place for each student.

Students identified as significantly below age-related expectations will receive specific intervention and support, both within and outside of lessons. Any other students (Y9-11) identified as needing support will be assessed and provided with bespoke intervention where appropriate. Students will be tracked to monitor the impact of these interventions.

Measuring Impact

It is essential that the impact of our whole-academy literacy policy is measured and reviewed. Below is a summary of the main activities undertaken:

- Termly NGRT assessments for Year 7 and 8 students with impact report
- Regular work scrutinies across all year groups and subjects for literacy (including homework booklets)
- Student progress on Oracy Progression chart – all students should take part in a final presentation in the summer term during tutor time as part of their Personal Development curriculum.
- Lesson and DEAR observations with a focus on literacy and oracy
- Termly review and impact report on key literacy strategies (part of Teaching & Learning reviews)

Staff CPD

All teaching staff receive training each unit on the effective teaching of literacy and oracy, both discretely and as part of our academy Teaching & Learning framework. This policy outlines the key strategies to be used in the classroom and forms the basis for training.

Staff also receive training on effective DEAR delivery and a bespoke session for each novel they will read with their tutor group, delivered by a member of the English team.

New staff receive a full induction on how to use these techniques, including modelling sessions.

Quality Assurance

The Vice Principal in charge of literacy and oracy ensures the overall implementation of the main provisions of the policy. Senior Leaders and those with a TLR closely monitor and evaluate the quality of literacy and oracy development in their areas and/or across the Academy. This is monitored through the academy Quality Assurance policy.

Appendices

Appendix 1

Eight Literacy Techniques

For DEAR and Lessons

- 1. Spot Check**
Read the text aloud to the class and pause for them to chant the next word.
- 2. Call and Response**
When practising and reinforcing the meaning of new information, say the key term and the class chants the definition, and vice versa.
- 3. Accountable Independent Reading (AIR)**
When students are reading a text independently, to check that they have read and understood it, tell them to read up to a certain point and then ask questions about it (cold-calling)/ask them to mark up their text.
- 4. Mark Up**
When students are reading a text, in order to help with understanding and remembering key points, get students to mark up their text to highlight key ideas/themes, key/new vocabulary or to paraphrase, using the mark up system (underline, circle, box, margin note – definitions etc.).
- 5. Habits of Discussion / Oracy**
When students answer a question or are having a discussion in the classroom, they should respond using the oracy framework guidance and literacy placemats – in complete sentences and using technical vocabulary (tier 2, 3).
- 6. Show Call**
Use to model a piece of excellent work or highlight a common mistake in class work. Select and display a piece of student work under the visualiser as an example of what others should include or need to improve on.
- 7. Control the Game**
When you select students to read aloud, keep the reader unpredictable to keep them on their toes. Vary the duration and keep transactions to the minimum, use '*child's name*, pick up'.
- 8. Read-Aloud**
When you read aloud to the class, model fluent, expressive reading. Help students to develop their syntactical control, highlight points of emphasis and

do not be afraid to add some drama to your reading. Encourage students to be expressive in their reading too.

THE ORACY FRAMEWORK



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 Physical	 Linguistic	 Cognitive	 Social & Emotional
<p>VOICE</p> <ul style="list-style-type: none"> Pace of speaking Tonal variation Clarity of pronunciation Voice projection 	<p>VOCABULARY</p> <ul style="list-style-type: none"> Appropriate vocabulary choices 	<p>CONTENT</p> <ul style="list-style-type: none"> Choice of content to convey meaning and intention Building on the views of others 	<p>WORKING WITH OTHERS</p> <ul style="list-style-type: none"> Guiding or managing interactions Turn-taking
<p>BODY LANGUAGE</p> <ul style="list-style-type: none"> Gesture and posture Facial expression and eye contact 	<p>LANGUAGE</p> <ul style="list-style-type: none"> Register Grammar 	<p>STRUCTURE</p> <ul style="list-style-type: none"> Structure and organisation of talk 	<p>LISTENING & RESPONDING</p> <ul style="list-style-type: none"> Listening actively and responding appropriately
	<p>RHETORICAL TECHNIQUES</p> <ul style="list-style-type: none"> Rhetorical techniques such as metaphor, humour and mimicry 	<p>CLARIFYING & SUMMARISING</p> <ul style="list-style-type: none"> Seeking information and clarification through questions/questioning Summarising 	<p>CONFIDENCE IN SPEAKING</p> <ul style="list-style-type: none"> Self assurance Liveliness and flair
		<p>SELF-REGULATION</p> <ul style="list-style-type: none"> Maintaining focus on task Time management 	<p>AUDIENCE AWARENESS</p> <ul style="list-style-type: none"> Taking account of level of understanding of the audience
		<p>REASONING</p> <ul style="list-style-type: none"> Giving reasons to support views Critically examining ideas and views expressed 	

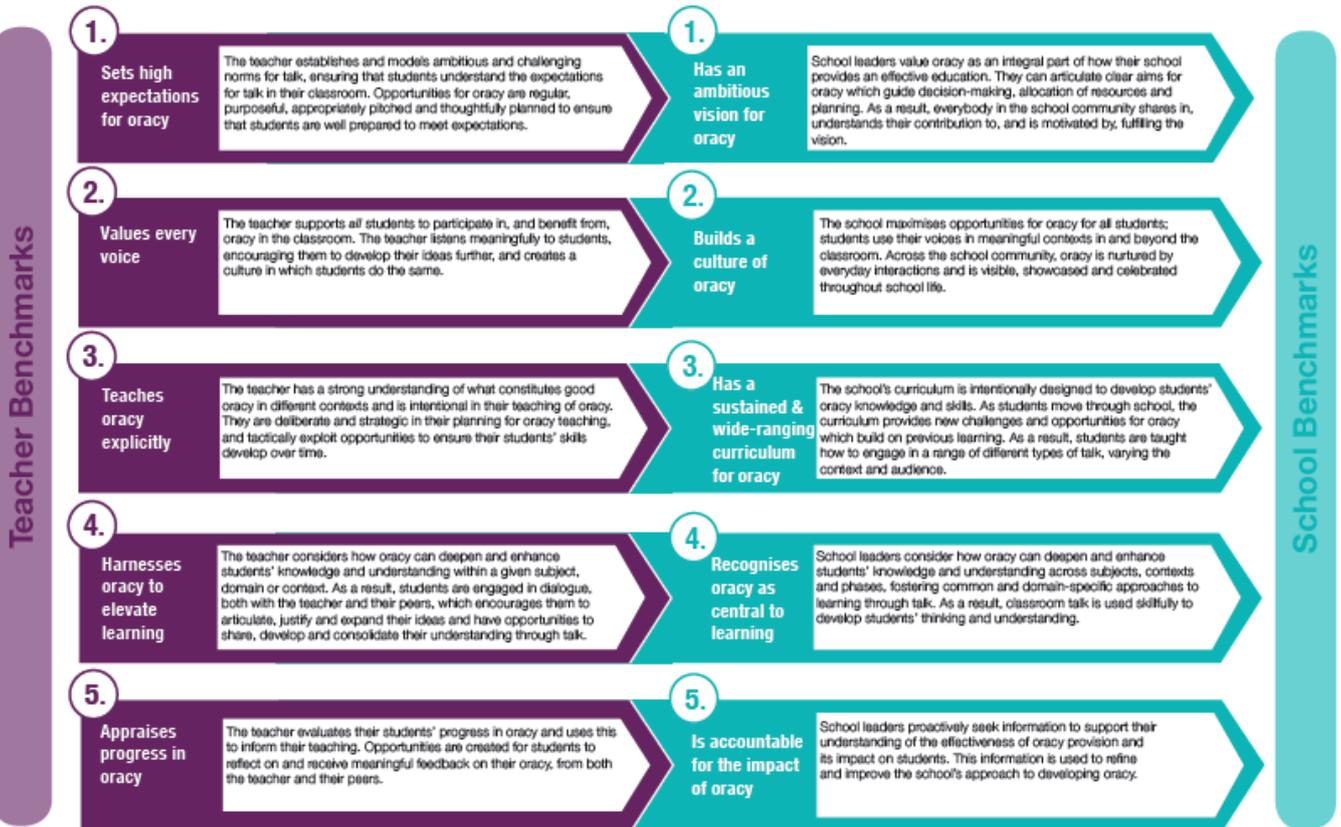
Use the oracy framework to understand the physical, linguistic, cognitive, and social and emotional skills that enable successful discussion, inspiring speech and effective communication.

PROGRESSION IN ORACY

Skills	Stage 1: Apprentice	Stage 2: Developing	Stage 3: Confident	Stage 4: Expert
Physical	<ul style="list-style-type: none"> <input type="checkbox"/> I am starting to project my voice so everyone can hear it. <input type="checkbox"/> I am starting to vary the pitch, tone and rhythm of my voice. <input type="checkbox"/> I am beginning to use gestures and body movement to help convey the points I want to make. 	<ul style="list-style-type: none"> <input type="checkbox"/> I can develop my presence as a performer, controlling my voice and movement. <input type="checkbox"/> I can use several different tones of voice and adapt my voice to the context. <input type="checkbox"/> I can use subtle gestures and body language to indicate a range of different emotions. 	<ul style="list-style-type: none"> <input type="checkbox"/> I know how to vary my body language and tone of voice, adapting them to the situation and to what I am trying to say. <input type="checkbox"/> I have a range of subtle changes in tone, pitch and movement to suit different genres of talk. 	<ul style="list-style-type: none"> <input type="checkbox"/> I can control my voice and body with fluency and precision. <input type="checkbox"/> I can teach others how to use their voice and body. <input type="checkbox"/> I am always at home in the context.
Linguistic	<ul style="list-style-type: none"> <input type="checkbox"/> I can use a limited vocabulary well. <input type="checkbox"/> I am starting to choose my words more precisely. <input type="checkbox"/> I can distinguish between informal and formal settings. <input type="checkbox"/> I can identify different types of language: metaphor, tripling, emphasis. 	<ul style="list-style-type: none"> <input type="checkbox"/> I can use a range of descriptive words to suit different situations and use the five senses to ground my story. <input type="checkbox"/> I can use full sentences with connectives and speak fluently without repetition for several sentences. <input type="checkbox"/> I can speak formally, e.g. without using filler words (such as 'like'), and with dictionary words instead of street slang. 	<ul style="list-style-type: none"> <input type="checkbox"/> I can construct language effectively for a range of purposes, e.g. to persuade someone. <input type="checkbox"/> I can use the subject specific language of different disciplines, e.g. talk like a scientist, historian, mathematician, tour guide. <input type="checkbox"/> I deploy excellent grammar when talking, using full sentences. <input type="checkbox"/> I can select precise language and idiom to suit different audiences. 	<ul style="list-style-type: none"> <input type="checkbox"/> I can deploy language with great precision and nuance. <input type="checkbox"/> I can use a wide range of vocabulary, idioms and expressions to suit any audience. <input type="checkbox"/> I can engage with ideas at a high level and express my ideas fluently in any setting. <input type="checkbox"/> I can develop the linguistic tools of others.
Cognitive	<ul style="list-style-type: none"> <input type="checkbox"/> I am beginning to identify what makes a good argument. <input type="checkbox"/> I can use evidence to back up my point. <input type="checkbox"/> I can order my talk into a beginning, middle and end. 	<ul style="list-style-type: none"> <input type="checkbox"/> I can pursue a line of enquiry. <input type="checkbox"/> I can spot flaws in other people's arguments. <input type="checkbox"/> I can ask a range of questions including probing questions. <input type="checkbox"/> I can choose and organise the content of my speech to convey clear meaning. 	<ul style="list-style-type: none"> <input type="checkbox"/> I can take on different roles in discussion and can see both sides of an argument. <input type="checkbox"/> I can use different thinking skills to engage with challenging material. <input type="checkbox"/> I can summarise an argument and identify good and bad arguments. <input type="checkbox"/> I can analyse arguments and select evidence to defend or rebut a position. 	<ul style="list-style-type: none"> <input type="checkbox"/> I can take into account the level of understanding of an audience and adapt my language. <input type="checkbox"/> I can marshal sophisticated arguments and use language and different genres of speech. <input type="checkbox"/> I can use and select metaphor, humour, irony, mimicry and other rhetorical devices with flair and imagination to make my argument come alive.
Emotional social	<ul style="list-style-type: none"> <input type="checkbox"/> I can find the confidence to speak in front of an audience. <input type="checkbox"/> I show proof of listening. <input type="checkbox"/> I can understand my character strengths and can build on them. <input type="checkbox"/> I can support others in a discussion. 	<ul style="list-style-type: none"> <input type="checkbox"/> I can take turns in discussion and listen to others and respond to their points. <input type="checkbox"/> I can follow ground rules and make sense of them to others. <input type="checkbox"/> I put my energy and whole-hearted commitment into discussions and speech to get the most out of any situation. <input type="checkbox"/> I listen attentively to what others are saying and play back to them what they have said. 	<ul style="list-style-type: none"> <input type="checkbox"/> I can tell a story with no notes that engages an audience. <input type="checkbox"/> I can read an audience and change my language, tone and pitch to connect with it. <input type="checkbox"/> I can respond to and build on the feelings and views of others. <input type="checkbox"/> I can develop the well-being of others through coaching and other techniques. 	<ul style="list-style-type: none"> <input type="checkbox"/> I can take risks in the way I present to an audience in order to engage them: including using humour, surprise, etc. <input type="checkbox"/> I can lead/chair a discussion in a range of contexts, making everyone feel involved.



The Oracy Benchmarks



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ORACY GUIDELINES

for the classroom



Always respect each others' ideas



Show proof of listening



Clarify, challenge, summarise and build on each others' ideas



Choose my vocabulary carefully



Invite someone to contribute by asking a question



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Appendix 7

The Three Tiers of Vocabulary

