# Literacy and Oracy Strategy

## Magna Academy Poole

2023-24

| Version Control | |
|---|---|
| **Literacy and Oracy Strategy 2023-07-31** | Addition of a bespoke list of 15 words for each year group to learn to expand vocabulary.<br>Addition of rationale for books chosen for DEAR.<br>Addition of Literacy Strategy Overview appendix. |

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**Literacy & Oracy Strategy**

**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 literacy and oracy strategy seeks to empower students to communicate using academic language. Our ultimate goal is to ensure that our learners leave us fully literate. We define a literate person as someone able to control their language by making informed choices about the type of language they use in a variety of contexts; be it reading, writing, speaking or listening.

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.

'To be literate is to gain a voice and to participate meaningfully and assertively in decisions that affect one's life. To be literate is to gain self-confidence. To be literate is to become self-assertive...Literacy enables people to read their own world and to write their own history...Literacy provides access to written knowledge - and knowledge is power. In a nutshell, literacy empowers.' (Kassam, 1994)

**Rationale**

"Teachers should develop students' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for students, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects." (National Curriculum Framework in England, KS1-4)

The duty that we have to ensure our students are literate is detailed in the DfE Teachers' Standards, which state that all teachers must demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.

All staff are therefore 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 6) in lessons. The purpose of this strategy is to ensure clarity of whole-academy systems and strategies to support the literacy development 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 2022-23 aligns 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 strategy 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).

*Benefits for subject areas*

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

- Literacy supports learning. Students need vocabulary, expression and organisational control to cope with the cognitive demands of all subjects.
- Writing helps us to sustain and order thought.
- Better literacy leads to improved self-esteem, motivation and behaviour. It allows students to learn independently. It is empowering.
- Better literacy raises students' attainment in all subjects.

**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.
- For all students to leave the academy as literate, confident communicators ready for their next steps.

**Three Oracy Strategies**

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

1. Elaboration
2. Think - Pair and Talk Concepts
3. Eyeball to Eyeball

**Whole Academy Initiatives**

***Drop Everything And Read (DEAR)***

Year 7-10 & 12-13 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. All four sessions are dedicated to reading a novel using our 8 literacy techniques, with regular opportunities for reflection and discussion.

Students read one novel across two units, and the whole year group reads the same title at the same time, which allows for more in-depth discussion and quality reading sessions. Each tutor room has a notice board with DEAR and literacy information (including Word of the Fortnight) with space for additional new vocabulary.

During the last week of the 12-week programme, all tutor groups should write a review (see Appendix 8) of the novel that they have been reading. This should take place as a class discussion, with tutors evaluating students' contributions against the oracy progression chart criteria.

Year 11 have a separate DEAR programme – Drop Everything and Revise (Effective Revision) – to equip them with essential skills for their examinations. This will commence in October of each year.

Sixth Form students follow a weekly tutor time programme which includes four DEAR sessions. The texts have been selected to develop students' cultural capital and to promote discussion and debate in the sessions, using the oracy framework to evaluate their skills.

*DEAR Programme*

| ***Year Group*** | ***1*** | ***2*** | ***3*** | ***4*** | ***5*** | ***6*** |
|---|---|---|---|---|---|---|
| ***7*** | *Alice in Wonderland* | | *A Midsummer Night's Dream* | | *Sherlock Holmes* | |
| ***8*** | *A Monster Calls* | | *Romeo and Juliet* | | *Things A Bright Girl Can Do* | |
| ***9*** | *The Book Thief* | | *Noughts and Crosses* | | *Dr Jekyll and Mr Hyde* | |
| ***10*** | *Pride and Prejudice* | | *Nineteen Eighty-Four* | | *Frankenstein* | |
| ***P16*** | *Great Gatsby* | | *Wuthering Heights* | | *Perks of Being a Wall Flower* | |

See Appendix 9 for the DEAR Book Rationale

*DEAR Session Structure - 25 minutes*

| Activity |
|---|
| **Register & book distribution –** teacher takes the register whilst students hand out the books. |
| **Do NOW -** on arrival students use MWB to answer retrieval question from slide and locate the page and line the class have reached, ready to begin reading. |
| **Vocabulary retrieval** – Retrieval of vocabulary from word wall / comprehension check / summary from last session. |
| **Read Aloud & Spot Check** – teacher reads aloud modelling expressive reading and uses spot check to check all students are following / test pronunciation. |
| **Control the Game** – students read aloud and teacher uses control the game by changing reader regularly: *'[name], pick up.'* |
| **AIR** – Accountable Independent Reading in silence – teacher gives students a specified place to read to in this time. |
| **AIR follow up** – teacher questions students on their reading – by giving a summary or answering key questions – to check for understanding and accountability. Reponses to use Habits of Discussion. |
| **Chanting & pack away** – students chant new / key vocabulary as they pack away. Use Call & Response to embed. |

***KS3 English Homework***

Students have English/literacy homework each week. We use an online platform (Tassomai), which is an intuitive programme that instils sustainable, beneficial learning habits and gives teachers the data and evidence to inform planning. The Key Stage 3 content covers: spelling (prefixes & suffixes, common mistakes); language (punctuation, grammar, syntax & terminology); words and meanings (descriptive language, people & character, useful terminology, homophones).

Additionally, for two nights per week, students will read an appropriate text of their own choice (Reading for Pleasure) for 20 minutes minimum and then write a short summary (half a page, 10 minutes) in their self-quizzing books about what they have read. Students may use the list of questions and sentence starters that they are issued as part of their Knowledge Organisers, to help structure their summary.

***Morning Literacy Development Session***

Years 7-10 have a discrete literacy session once per fortnight, 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. 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 vocabulary. The main focus of this session should be to:

1. drill the pronunciation of the word - modelling, repetition and chanting
2. drill the meaning of the word - provide definition, students to paraphrase, provide examples of use in context
3. drill the spelling of the word - chanting, test students, use mnemonics to support

The booklet includes extended texts and provides opportunities for cross curricular links and discussion around Personal Development themes. It is designed to be accessible for all, but also to stretch most able students. There are a number of compulsory activities that all students are expected to complete in the session, with additional tasks for most able students. Each Year group has been allocated bespoke words. Tutors have the autonomy of going through the tasks at a pace that suits the needs of their groups with the aim of completing 15 words across the year.

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 to evaluate themselves and each other. This is closely linked to our T&L framework in supporting students to develop their metacognition.

**Spelling**

We take a whole-academy approach to the teaching of spellings at KS3 - 5. This includes: subject areas and the use of key words from Knowledge Organisers, morning literacy development sessions, and regular spelling tests within English lessons with a focus on commonly misspelt words. Students also have the opportunity to demonstrate their spelling ability in an academy Spelling Bee.

Five Spelling Strategies

All curriculum areas should use a range of spelling strategies which run as a strand through teaching. The following five strategies have been selected for use on a cross-curricular basis:

1. Syllabification: Poor spellers frequently miss out parts of words, usually the middles. Encouraging students to listen for and identify the number of syllables in a word, then to repeat them as they write and then asking them to read what they have written, enables them to check that they have written the word in full. For example, con-tin-ent, ex-peri-ment.
2. Word Families: New words can be developed from existing known words. For example, in-dust-ry can be developed to produce in-dust-rial. Words can also be grouped by letter pattern. For example, ‘tion’ endings …… nation, civilisation.
3. Words Within Words: For example, measuring……me as u ring
4. Mnemonics: These can be used for whole words. For example, Beautiful – Bears Eat Apples Under Trees If Feeling Unusually Luck.
5. Look – Say – Cover- Write – Check students should be taught to: Study the correct spelling focusing on difficult bits of the word. Say the word aloud, pronouncing it to emphasise the spelling if necessary. For example, Wed-nes-day, Write the word without looking at the correct version. Check their word with the original

**Disciplinary Literacy**

Disciplinary literacy is defined as ‘an approach to improving literacy across the curriculum that emphasises the importance of subject-specific support’ (EEF) and therefore all teachers should be supported to understand how to teach students to read, write and communicate effectively in their subjects.

The academy literacy lead works with middle leaders to ensure that disciplinary is considered and implemented within each curriculum area. In this way, each subject’s unique literacy skills are highlighted and taught to students through a variety of techniques in lessons.

**Literacy Skills – Practical Strategies for Lessons**

In order to maximise progress in this area, each subject area should regularly review schemes of work to identify and include opportunities for extended reading and writing and oracy development. Below are some practical strategies that should be planned in and implemented as and when appropriate:

- Use of the 8 literacy techniques (8LT) in lessons and DEAR sessions – Appendix 1
- Literacy placemats with tier 2 vocabulary, command words, conjunctions and sentence starters used in lessons where appropriate
- Use of the Writer’s Toolkit in all subject areas
- 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 strategy 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
- Provide opportunities for students to redraft their own work in response to feedback (Evidence of Improvement)

**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.

All teachers are expected to have the oracy progression chart, guidelines and framework displayed in their classroom to be quickly and easily referred to. All students have a copy of the chart to use for self and peer-evaluation in lessons which is kept in their Knowledge Organiser.

There are 4 strands (physical, cognitive, linguistic, and social and emotional) for each stage of the oracy progression chart, and although the objective is for all students to master stage 1, each unit 1-4 will have a specific focus on each of the strands respectively so as to break it down into a more manageable objective.

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
- Use questioning to elicit extended, independent responses contributions that develop ideas in depth
- Scaffolding students' verbal interactions and responses during lessons, for example by using sentence starters/literacy placemats/Habits of Discussion
- 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 an excellent standard of English and oracy to students, following the strands 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

- 1:1 reading intervention
- Reading Comprehension
- Lexia
- Talk about programme
- Handwriting intervention

**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.

EAL students also receive regular, timetabled small group sessions with a dedicated member of the MFL team to support their English language learning.

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

**Testing & Intervention**

All Key Stage 3 students are tested using the New Group Reading and Spelling Test at the start of each year. 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 and ST assesses reading comprehension and spellings that are 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. The regular testing allows us to assess the impact of our literacy strategies and any interventions, and review or adapt them accordingly.

Students identified as significantly below age-related expectations will receive specific intervention and support, both within and outside of lessons. The Lexia literacy skills

program is used in thrice weekly sessions with the KS3 students with the lowest reading age as identified by the NGRT data. Students whose progress on Lexia itself is low have 1:1 intervention with a HLTA on a weekly or fortnightly basis.

Any other students (KS4) identified as needing support will be assessed and provided with bespoke intervention where appropriate, either through the English department or the Phoenix Centre. Students will be tracked to monitor the impact of these interventions.

**Measuring Impact**

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

- NGRT and ST assessments for Year 7, 8 and 9 students with impact report
- Literacy Assessment Online to measure progress of Lexia students each half term
- 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 literacy review and impact report

**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 strategy 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 guidance booklet for each novel they will read with their tutor group, produced by the English team. Staff can access a bank of best practice videos which includes DEAR sessions and literacy techniques.

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

**Quality Assurance**

The Vice Principal in charge of literacy and oracy ensures the overall implementation of the main provisions of the strategy. 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 strategy.

# 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).

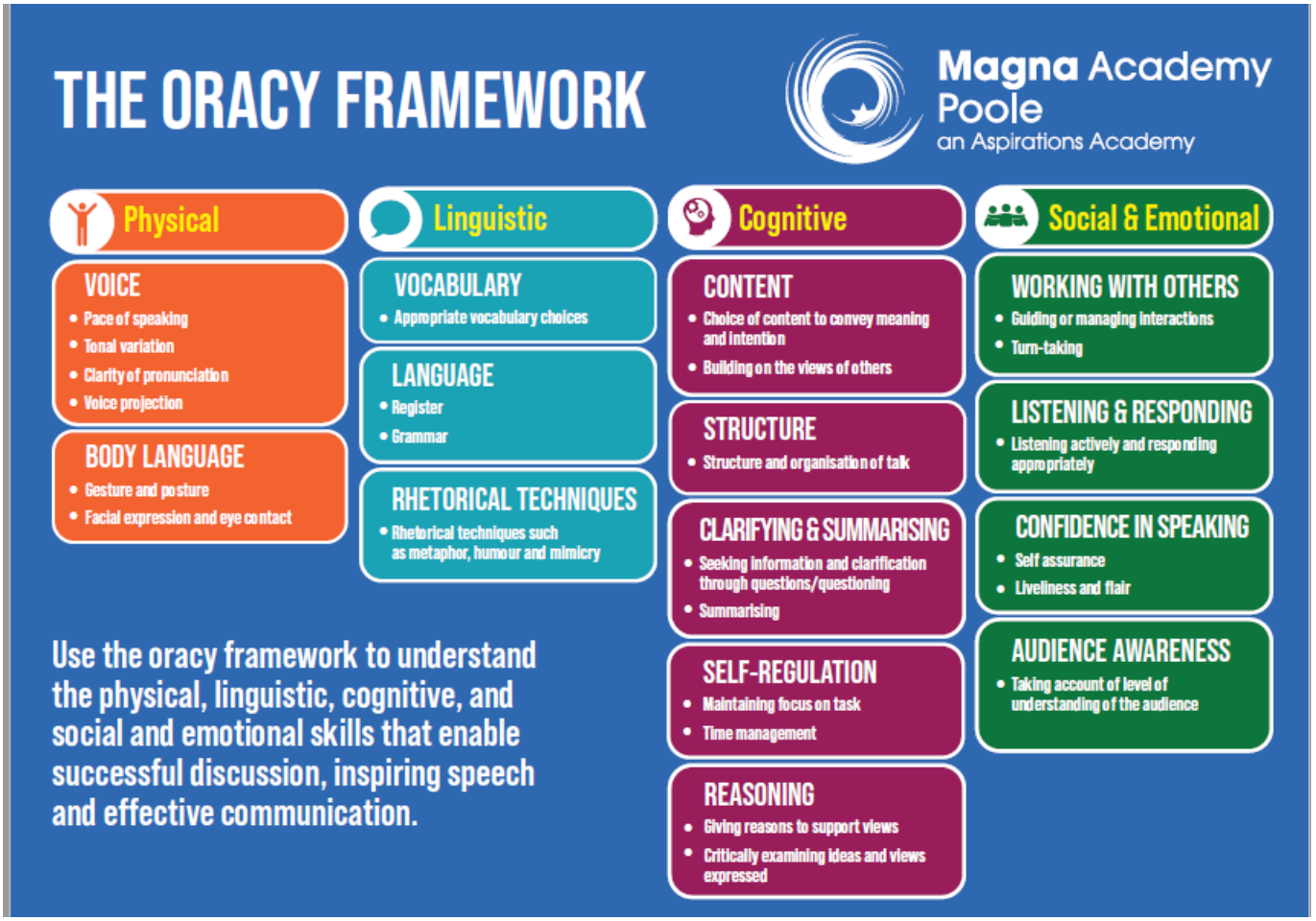
6. **Show Call**
   Use to model a piece of excellent work or highlight a common mistake in class work. Select and display a piece of student work under the visualiser as an example of what others should include or need to improve on.

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.

**Appendix 2**


THE ORACY FRAMEWORK
Magna Academy Poole
an Aspirations Academy
Physical
VOICE
Pace of speaking
Tonal variation
Clarity of pronunciation
Voice projection
BODY LANGUAGE
Gesture and posture
Facial expression and eye contact
Linguistic
VOCABULARY
Appropriate vocabulary choices
LANGUAGE
Register
Grammar
RHETORICAL TECHNIQUES
Rhetorical techniques such as metaphor, humour and mimicry
Cognitive
CONTENT
Choice of content to convey meaning and intention
Building on the views of others
STRUCTURE
Structure and organisation of talk
CLARIFYING & SUMMARISING
Seeking information and clarification through questions/questioning
Summarising
SELF-REGULATION
Maintaining focus on task
Time management
REASONING
Giving reasons to support views
Critically examining ideas and views expressed
Social & Emotional
WORKING WITH OTHERS
Guiding or managing interactions
Turn-taking
LISTENING & RESPONDING
Listening actively and responding appropriately
CONFIDENCE IN SPEAKING
Self assurance
Liveliness and flair
AUDIENCE AWARENESS
Taking account of level of understanding of the audience
Use the oracy framework to understand the physical, linguistic, cognitive, and social and emotional skills that enable successful discussion, inspiring speech and effective communication.

## Appendix 3

# PROGRESSION IN ORACY

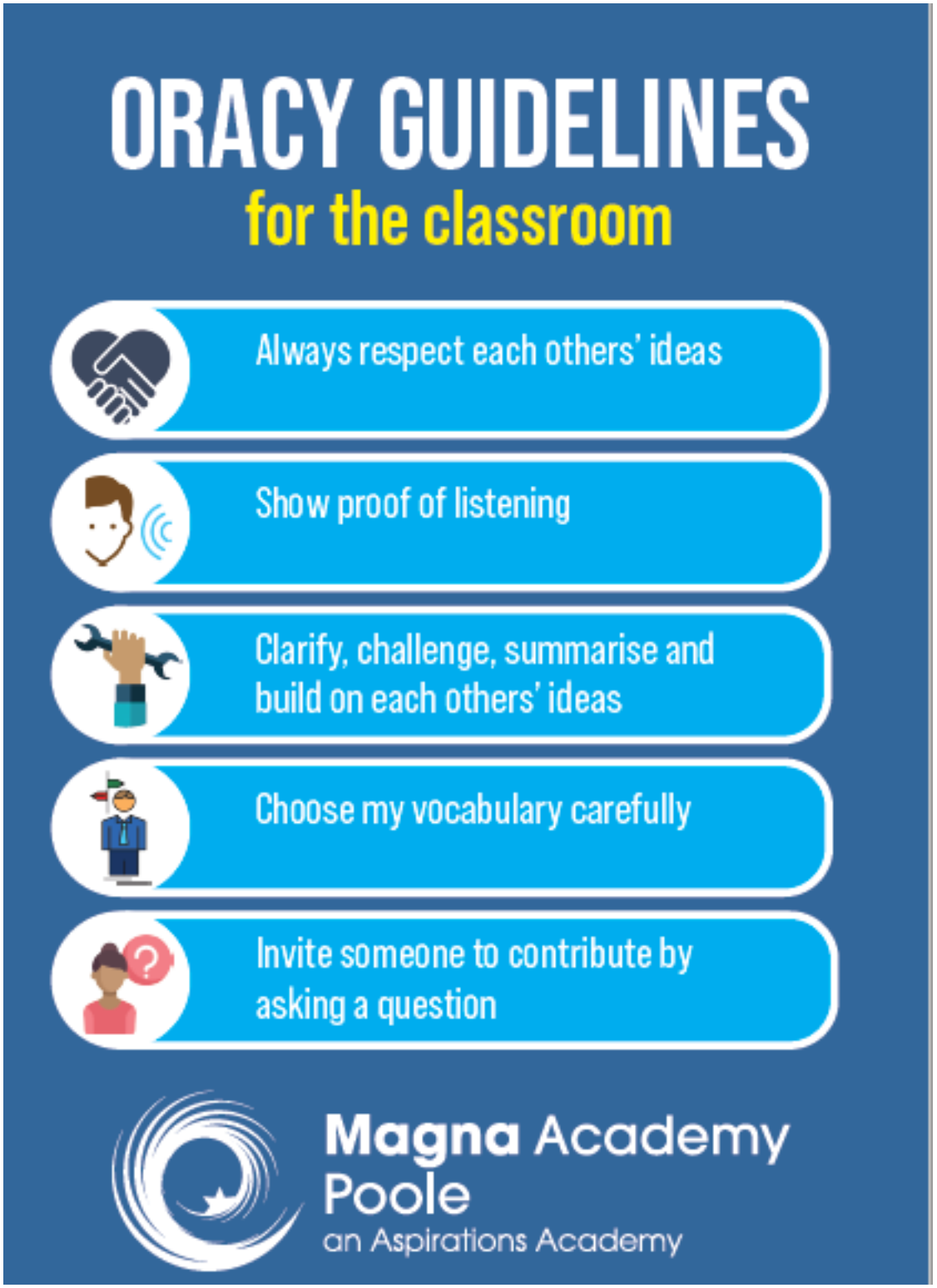
Magna Academy Poole
an Aspirations Academy

| Skills | Stage 1: Apprentice | Stage 2: Developing | Stage 3: Confident | Stage 4: Expert |
|---|---|---|---|---|
| **Physical** | ☐ I am starting to project my voice so everyone can hear it.<br>☐ I am starting to vary the pitch, tone and rhythm of my voice.<br>☐ I am beginning to use gestures and body movement to help convey the points I want to make. | ☐ I can develop my presence as a performer, controlling my voice and movement.<br>☐ I can use several different tones of voice and adapt my voice to the context.<br>☐ I can use subtle gestures and body language to indicate a range of different emotions. | ☐ 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.<br>☐ I have a range of subtle changes in tone, pitch and movement to suit different genres of talk. | ☐ I can control my voice and body with fluency and precision.<br>☐ I can teach others how to use their voice and body.<br>☐ I am always at home in the context. |
| **Linguistic** | ☐ I can use a limited vocabulary well.<br>☐ I am starting to choose my words more precisely.<br>☐ I can distinguish between informal and formal settings.<br>☐ I can identify different types of language: metaphor, tripling, emphasis. | ☐ I can use a range of descriptive words to suit different situations and use the five senses to ground my story.<br>☐ I can use full sentences with connectives and speak fluently without repetition for several sentences.<br>☐ I can speak formally, e.g. without using filler words (such as 'like'), and with dictionary words instead of street slang. | ☐ I can construct language effectively for a range of purposes, e.g. to persuade someone.<br>☐ I can use the subject specific language of different disciplines, e.g. talk like a scientist, historian, mathematician, tour guide.<br>☐ I deploy excellent grammar when talking, using full sentences.<br>☐ I can select precise language and idiom to suit different audiences. | ☐ I can deploy language with great precision and nuance.<br>☐ I can use a wide range of vocabulary, idioms and expressions to suit any audience.<br>☐ I can engage with ideas at a high level and express my ideas fluently in any setting.<br>☐ I can develop the linguistic tools of others. |
| **Cognitive** | ☐ I am beginning to identify what makes a good argument.<br>☐ I can use evidence to back up my point.<br>☐ I can order my talk into a beginning, middle and end. | ☐ I can pursue a line of enquiry.<br>☐ I can spot flaws in other people's arguments.<br>☐ I can ask a range of questions including probing questions.<br>☐ I can choose and organise the content of my speech to convey clear meaning. | ☐ I can take on different roles in discussion and can see both sides of an argument.<br>☐ I can use different thinking skills to engage with challenging material.<br>☐ I can summarise an argument and identify good and bad arguments.<br>☐ I can analyse arguments and select evidence to defend or rebut a position. | |
| **Emotional social** | ☐ I can find the confidence to speak in front of an audience.<br>☐ I show proof of listening.<br>☐ I can understand my character strengths and can build on them.<br>☐ I can support others in a discussion. | ☐ I can take turns in discussion and listen to others and respond to their points.<br>☐ I can follow ground rules and make sense of them to others.<br>☐ I put my energy and whole-hearted commitment into discussions and speech to get the most out of any situation.<br>☐ I listen attentively to what others are saying and play back to them what they have said. | ☐ I can tell a story with no notes that engages an audience.<br>☐ I can read an audience and change my language, tone and pitch to connect with it.<br>☐ I can respond to and build on the feelings and views of others.<br>☐ I can develop the well-being of others through coaching and other techniques. | ☐ I can take risks in the way I present to an audience in order to engage them: including using humour, surprise, etc.<br>☐ I can lead/chair a discussion in a range of contexts, making everyone feel involved. |

**Appendix 4**

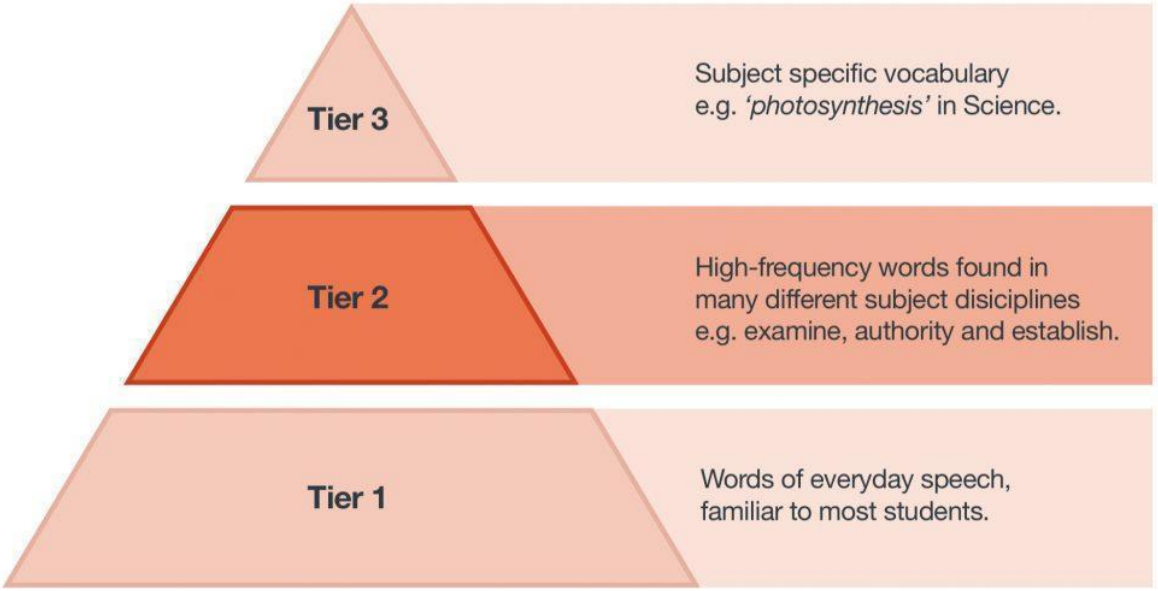
THE ORACY BENCHMARKS
Magna Academy Poole
an Aspirations Academy
Teacher Benchmarks
Academy Benchmarks
1
Sets high expectations for oracy
The teacher establishes and models ambitious and challenging norms for talk, ensuring that students understand the expectations for talk in their classroom. Opportunities for oracy are regular, purposeful, appropriately pitched and thoughtfully planned to ensure that students are well prepared to meet expectations.
1
Has an ambitious vision for oracy
Academy leaders value oracy as an integral part of how their academy provides an effective education. They can articulate clear aims for oracy which guide decision-making, allocation of resources and planning. As a result, everybody in the academy community shares in, understands their contribution to, and is motivated by, fulfilling the vision.
2
Values every voice
The teacher supports all students to participate in, and benefit from, oracy in the classroom. The teacher listens meaningfully to students, encouraging them to develop their ideas further, and creates a culture in which students do the same.
2
Builds a culture of oracy
The academy maximises opportunities for oracy for all students; students use their voices in meaningful contexts in and beyond the classroom. Across the academy community, oracy is nurtured by everyday interactions and is visible, showcased and celebrated throughout academy life.
3
Teaches oracy explicitly
The teacher has a strong understanding of what constitutes good oracy in different contexts and is intentional in their teaching of oracy. They are deliberate and strategic in their planning for oracy teaching, and tactically exploit opportunities to ensure their students' skills develop over time.
3
Has a sustained, wide-ranging curriculum for oracy
The academy's curriculum is intentionally designed to develop students' oracy knowledge and skills. As students move through academy, the curriculum provides new challenges and opportunities for oracy which build on previous learning. As a result, students are taught how to engage in a range of different types of talk, varying the context and audience.
4
Harnesses oracy to elevate learning
The teacher considers how oracy can deepen and enhance students' knowledge and understanding within a given subject, domain or context. As a result, students are engaged in dialogue, both with the teacher and their peers, which encourages them to articulate, justify and expand their ideas and have opportunities to share, develop and consolidate their understanding through talk.
4
Recognises oracy as central to learning
Academy leaders consider how oracy can deepen and enhance students' knowledge and understanding across subjects, contexts and phases, fostering common and domain-specific approaches to learning through talk. As a result, classroom talk is used skilfully to develop students' thinking and understanding.
5
Appraises progress in oracy
The teacher evaluates their students' progress in oracy and uses this to inform their teaching. Opportunities are created for students to reflect on and receive meaningful feedback on their oracy, from both the teacher and their peers.
5
Is accountable for the impact of oracy
Academy leaders proactively seek information to support their understanding of the effectiveness of oracy provision and its impact on students. This information is used to refine and improve the academy's approach to developing oracy.

**Appendix 5**

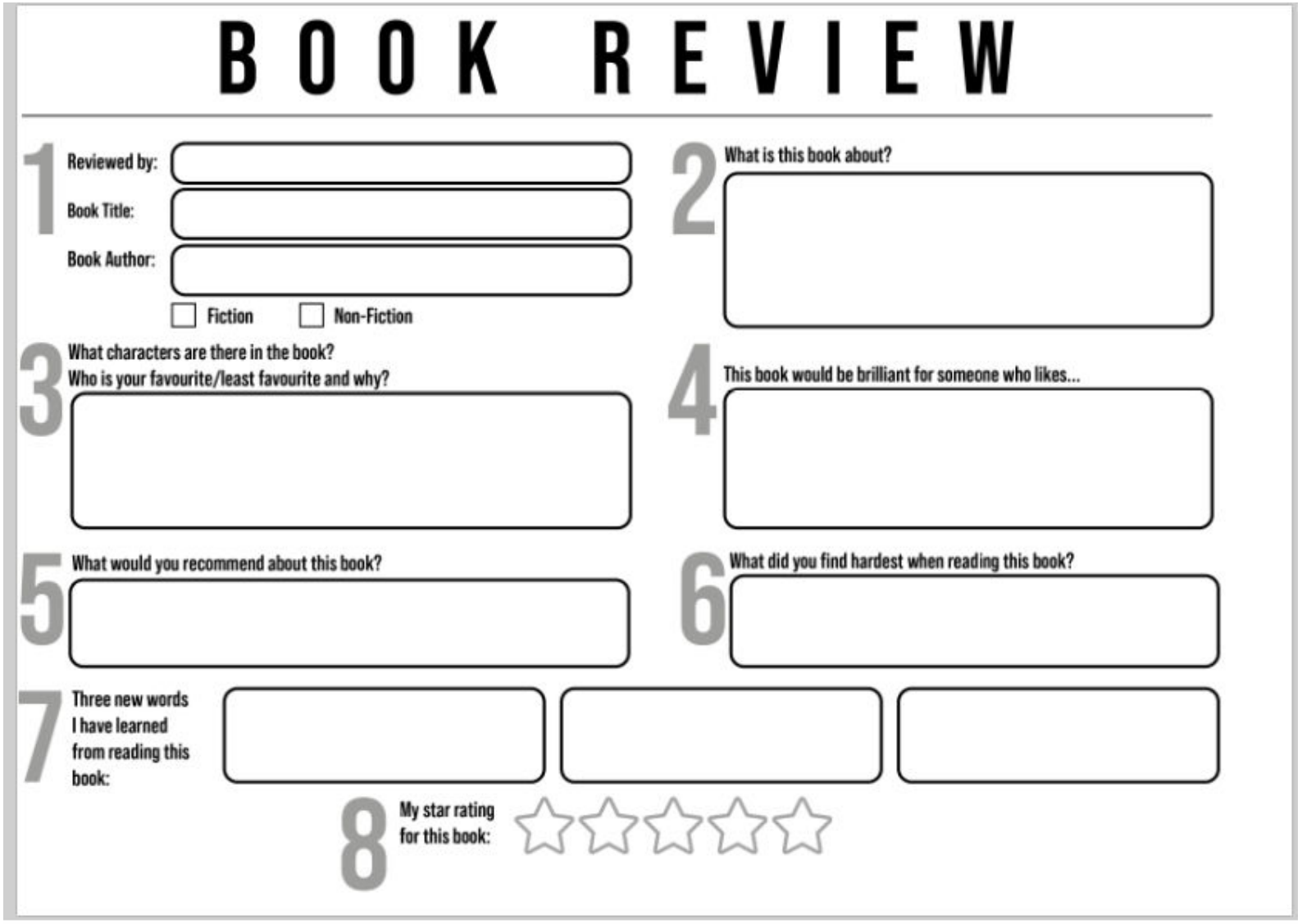

ORACY GUIDELINES
for the classroom
Always respect each others' ideas
Show proof of listening
Clarify, challenge, summarise and build on each others' ideas
Choose my vocabulary carefully
Invite someone to contribute by asking a question
Magna Academy Poole
an Aspirations Academy

**Appendix 6**

The Three Tiers of Vocabulary



**Appendix 7**



# BOOK REVIEW

1 Reviewed by:

Book Title:

Book Author:

☐ Fiction ☐ Non-Fiction

2 What is this book about?

3 What characters are there in the book?
Who is your favourite/least favourite and why?

4 This book would be brilliant for someone who likes...

5 What would you recommend about this book?

6 What did you find hardest when reading this book?

7 Three new words I have learned from reading this book:

8 My star rating for this book: ☆ ☆ ☆ ☆ ☆

## Appendix 8

## Literacy Strategy Overview

| Wave 1 | Wave 2 | Wave 3 |
|---|---|---|
| • Three Literacy & Oracy Strategies (answer in full sentences, use literacy placemats, stage 1 oracy)<br>• Drop Everything And Read (Y7-10)<br>• Eight Literacy Techniques<br>• Subject curriculum - extended reading and writing tasks (including Disciplinary Literacy)<br>• Literacy homework (Reading for pleasure & Tassomai KS3)<br>• Knowledge Organisers (Tier 2 and 3 vocabulary)<br>• Library lessons (Y7 and 8)<br>• Literacy Development Booklets (Y7-11)<br>• Academy library<br>• Book events and competitions (e.g. Virtual author talks, World Book Day)<br>• Oracy framework<br>• English dictionaries in each class | • Teacher support - decoding strategies<br>• TA support in class<br>• Writing frames<br>• Lexia Programme KS3<br>• Direct Instruction programme KS3<br>• Handwriting intervention programme | • Small group DEAR sessions<br>• 1:1 reading intervention<br>• P16 Toe by Toe comprehension<br>• Lexia one to one intervention<br>• Talk about programme<br>• Speech and language therapy<br>• Bespoke EAL intervention programme - EAL<br>• Specialist literacy intervention - JSE |

**Appendix 9 - DEAR Book Rationale.**

**Year 7**

**Alice in Wonderland (Lewis Carroll)**

- Key themes of youth, exploration and freedom
- Links to Y7 SoW overarching theme of fantasy fiction
- All 3 themes link well to the Y7 Shakespeare text (The Tempest)
- Author was a mathematician as well as a poet/author
- Lemov's (Reading Reconsidered) 2nd plague of reading is 'Non-linear Time Sequence' and this is one of the recommended texts for introducing students to this feature
- Lewis Carroll is a famous historical British author

**A Midsummer Night's Dream (William Shakespeare)**

- Students study Shakespeare in KS3, 4 and 5 at Magna as part of the National Curriculum.
- This text sees Shakespeare play with the boundary between illusion and reality, and explores and reflects upon Elizabethan debates around the nature of dreams. Written by one of the major writers from the English canon, the audience is afforded the opportunity to explore key societal issues through the themes of marriage and magic.

**Sherlock Holmes (Arthur Conan Doyle)**

- Considered one of the best writers of 19th Century Detective Fiction. His descriptions of London, characters and atmosphere develops the students' understanding of context and links to their GCSE studies of 19th century literature.

**Year 8**

**A Monster Calls (Patrick Ness)**

- Students in Year 8 study A Monster Calls in their English lessons.
- The text addresses the difficult issue of cancer within the home and looks at coping strategies for dealing with grief.

**Romeo and Juliet (William Shakespeare)**

- Students in Year 8 will study Romeo and Juliet in their English lessons
- The text explores themes of young love and friends and is the blueprint for stories on young love and how two people defy their families to be together against all odds.

- It is one of Shakespeare's most famous plays and looks at how two people can be intertwined by fate and how love is always more powerful than hate.

**Things A Bright Girl Can Do (Sally Nicholls)**

- This text chronicles the female fight for suffrage, and the hardship many Brits faced during World War One. Links to History.
- The novel explores the key theme of feminism, as the various strong women it features show exactly why women are deserving of the vote, with their resilient campaigning and unapologetic determination to share their views. This provides a platform for key concepts surrounding gender politics which are engaged with by students in their KS3 and KS4 English curriculum study.
- The varying degrees of hardship faced by the characters explores the key theme of class division, a key concept explored in KS4 GCSE Literature Paper 1 texts (An Inspector Calls and A Christmas Carol).
- The historical novel explores stereotypical ideals on relationships and showcases the perils LGBTQ+ people would have faced in a society that staunchly refused to acknowledge that gay people exist. This engages with the personal development curriculum and societal stereotypes and expectations surrounding sexual identity.

**Year 9**

**The Book Thief (Markus Zusak)**

- Key themes of love and kindness, but also the power of literacy
- Students directly study extracts of the text in Y9 English
- Links to History (WW2 and Nazi Germany)
- Lots of discussion points on the importance (and power) of literacy (reading and writing)
- Lemov's (Reading Reconsidered) 3rd plague of reading is 'Complex Narration' and this is one of the recommended texts for introducing students to this feature

**Noughts and Crosses (Malorie Blackman)**

- In this 20th-century novel and harrowing tale, students are encouraged to explore their perception of racism within a story regarding two young people who are forced to take a stand against prejudice in an alternate society.
- The novel provides an additional female writer to the DEAR framework, is written by a Children's Laureate and offers diversity as her parents came to Britain as part of the Windrush generation.

**Dr Jekyll and Hyde (Robert Louis Stevenson)**

- Helps students understand and access 19th century novels.
- Is an allegorical nineteenth century text that exemplifies a clear understanding of the internal struggles of personality before they were key cornerstones of psychological study.

- The text engages with key AO3 context for the GCSE Literature Paper 1 exam on Victorian ideals and beliefs about science, religion and morality.

**Year 10**

**Hard Times - Charles Dickens**

- Students study Dickens' A Christmas Carol at GCSE therefore this will introduce them to the style of his writing.
- Dickens was motivated by social concerns: he feared that industrialisation and 'progress' threatened to stunt human sympathies, forcing people into mechanistic social roles. He conveys what life was like in factory towns by blending documentary realism with imaginative grotesques and vivid, melodramatic elements.

**Nineteen-Eighty-Four (George Orwell)**

- Students study texts with themes around power, divisions and social hierarchies throughout their English journey at Magna.
- The text addresses the divide between the privileged and the poor. It also addresses issues around information and misinformation and can be perceived as a parable for the social media age.

**Frankenstein (Mary Shelley)**

- Links to the GCSE curriculum of 10th century texts
- Frankenstein is one of the foremost works of Gothic literature and considered the first science fiction novel. Written by a woman, Mary Shelley, when she was 18. It explores themes of isolation, family and ambition. These themes also run throughout our GCSE texts of A Christmas Carol,Macbeth and An Inspector Calls. The theme of Man vs Nature runs throughout the text which can link to our Power and Conflict poetry anthology.
- Mary Shelley was a 'local' author as she lived in Bournemouth until the end of her life and is buried at St Peter's Church in Bournemouth Town Centre.

**Sixth Form**

**The Great Gatsby** is widely regarded as a classic of American literature and is often taught in high schools and universities worldwide. Exploring this novel allows students to engage with an enduring work of literature and gain insight into its themes, symbolism, and narrative techniques. It also helps to prepare our 6th form students for their NEA written assessment where they will compare the text with another of their choosing.

Emily Brontë's novel, **Wuthering Heights**, is a classic of English literature that offers profound exploration of themes such as love, revenge, social class, and the destructive power of obsession. The complex characters, haunting atmosphere, and intricate narrative structure provides students with a rich opportunity to engage with a timeless work of literature, deepen their understanding of human nature, sharpen their critical thinking skills and explore the dark aspects of human relationships.

Stephen Chbosky's, **The Perks of Being A Wallflower** novel delves into the complexities of adolescence, addressing issues such as mental health, identity, friendship, and the challenges of navigating the transition to adulthood. Through the character of Charlie, students can explore their own experiences and emotions, fostering empathy and understanding. The book also prompts critical discussions on important topics, encourages self-reflection, and promotes open dialogue around sensitive issues, making it a valuable text for sixth form students for fostering personal growth and emotional intelligence.