The Marlborough Science Academy	
Oracy, Reading and Literacy Policy	
Responsible Governing Body Committee:	
Policy type:	**Additional**
Date of Origin:	**October 2023**
Adopted by:	
Author:	**Hayley Redfern**
Location:	
Filename:	

Review Due Date	Review Completed	Amendments Y/N
February 2013		
October 2023	November 2023	Yes. Oracy added.
November 2024		

Relationship to other policies

- Curriculum Policy
- Teaching and Learning Policy
- Pupil Premium Policy

Purpose:

- To ensure that appropriate strategies are in place for student achievement across the key stages in reading, literacy and oracy.

Implementation:

- Literacy Lead to ensure faculties have literacy teaching and learning strategies .

- Literacy Lead to ensure consistency of marking for literacy across all faculties
- Students in KS3 will have a designated reading lesson and specialised support if needed.
- Oracy strategies shared and used to develop teaching and learning.
- High quality texts to be used to challenge learners at all levels.
- Students will be given regular feedback on reading, literacy and oracy skills.

The role of the teacher:

- Ensure all reading material is of high quality.
- Set learning tasks to support reading and literacy skills.
- Plan, teach and set oracy tasks.
- Use a range of reading, literacy and oracy strategies in lessons.
- Mark for literacy using literacy codes.
- Communicate with parents/carers if there is a problem regarding reading, literacy or oracy.
- Reward students for their reading, literacy and oracy work.

Who/What was consulted:

- Senior Leadership Team
- Head of Faculty for English and LRC Manager

Arrangements for monitoring and evaluation:

- Faculty deep dives
- Line Management Meetings
- School Improvement Plan/SEF

Oracy, Reading and Literacy Policy

Literacy is the ability to recognise, understand and use the conventions of language, both at a written and a spoken level, to a level necessary to make progress at school and in society in general.

At The Marlborough Science Academy we believe that literacy is a whole school responsibility and is the nexus in ensuring that all young people are able to thrive in the wider world.

Our Philosophy

Language is an essential life skill and every child in our school will be taught how to develop these skills. While every teacher may not be a teacher of English, every teacher must recognise themselves as a teacher of language and communication and demonstrate high quality language and literacy skills.

Language development is the collective responsibility of all staff. Only then can we ensure pupils enjoy language and communication in all their forms, and can use language to explore, organise and communicate.

Similarly, the various languages spoken in The Marlborough Science Academy should be given recognition and respect by all students and staff to promote cultural awareness as well as cognitive learning.

Aims

All teachers will recognise the importance of the three areas of literacy: reading, writing and oracy. Teachers will realise that a weakness in any one of these key areas of language acquisition can have serious effects on the achievements of a pupil in any subject area and at any key stage.

Language skills will be taught within a variety of curriculum contexts by meaningful, relevant activities undertaken in all subject areas.

Schemes of work across the curriculum will highlight the importance and inclusion of literacy as being part of the subject, rather than an appendage.

Organisation

Early in Year 7, students will undergo MidYis and Star Reading assessments to ascertain their reading and spelling ages. These, along with their KS2 English and Reading SATs results help staff identify students who may need additional support. The results are available to all staff to ensure appropriate texts are chosen, support strategies and class grouping support the learning of all pupils.

Students with lower than average levels of literacy will be identified for staff and will be targeted for intervention support by the Curriculum Engagement Co-Ordinator and Specialised Learning Faculty. Should staff have concerns about other students, they will inform either of the above.

At Key Stage 3, students identified with a reading age of two years below their calendar age will be invited to Morning Reading for one half term. Staff and Sixth Form students have been trained in how to support the weakest readers. There is a 1:1 ratio of student to volunteer. All students will be tested at the start and the end of the intervention and three personalised reading targets will be available for staff. Students may return to Morning Reading at a later point within the year should they need further support.

All students in Key Stage 3 are included in The Accelerated Reading Programme. They will complete three Star Reading tests to assess their reading skills. English teachers will use the results to set targets and to support reading in the classroom.

Throughout KS3 and KS4 all staff will have access to the English NC levels of students within their classes so that they can monitor students' language and literacy skills. Students at the start of Key Stage 5 will be reassessed and teaching staff will be made aware of students' literacy needs.

Staff in all curriculum areas will:

- provide reading material at appropriate levels of interest and difficulty.

- use data of students' literacy skills to plan appropriate work.

- provide a range of activities structured to make oracy an essential part of their subject.

- provide reading material of high quality which is relevant, diverse and balanced in its presentation of ethnicity, culture and gender.

- give priority to content, ideas, organisation and meaning when responding to students' writing and in accordance with the school's marking policy.

- treat students' writing with respect and interest.

Departments will make use of the following guidelines to ensure that they are doing their best to promote literacy within their subject – like opportunities to display excellent work in classrooms and in public areas.

Oracy

Form Time and lessons teachers help students to:

- have a range of oracy opportunities in a variety of formats, including individual, paired, group and whole class situations.

- place value on oracy as well as written work, recognising that discussion of topics is usually an essential precursor to any written work.

- show tolerance, value and respect when listening to the views of others.

- learn to select from, re-formulate, question and challenge what they hear.

- appreciate differences between standard English and non-standard forms and to choose appropriate forms and registers for their purpose.

- develop self-esteem by encouraging pride in their home languages and dialects.

Reading

In our teaching we will:

- review and monitor the reading demands placed upon all students in each subject area, ensuring that reading for understanding is explicitly taught.

- interventions will be available to students whose reading age is at or lower than 8 years old. This will be reviewed and monitored.

- reading strategies will be shared with teachers to help ensure all children can access texts.

- provide opportunities for inexperienced readers to read in pairs or small groups.

- staff will ensure that students read with fluency, accuracy and understanding.

- ensure a variety of differentiated texts are available to meet the reading skills of all students at appropriate levels.

- ensure that there are resources available to challenge and extend the abilities of all learners.

- inform students of the purpose of the text and discuss other texts linked to their subject area.

- teach students how to retrieve, re-formulate, question and challenge what they read in textbooks, social media, newspapers, on the computer etc.

- encourage a love of reading through library visits and referring students to texts that are inspired by their wider interests.

- draw students' attention to the structure of texts and the impact this has on the reader.

- positively promote reading interventions, quizzes, whole school reads, author visits, etc.

- help students decode texts.

<u>Writing</u>

In our lessons we will:

- consider writing tasks in terms of purpose, audience and form.

- ensure that there are written tasks available which will challenge and extend the abilities of all students.

- allow children to have access to dictionaries and thesaurus (either a physical copy or electronically).

- ensure all students have a list of appropriate subject vocabulary for each part of their Learning Journey and encourage students to use them.

- help students to use a range of spellings strategies.

- ensure that a department's marking policy is consistent with the overall 'School Marking Policy'.

- review schemes of work and teaching plans to identify opportunities for increasing the variety of writing demands placed upon the students.

- expect high standards of presentation and encourage students to proof-read, peer and self assess their work.

- ensure students take pride in their work reinforced by the PROUD stickers.

- teach students to structure their writing using sentences, paragraphs, punctuation and headings as appropriate.

- model good literacy skills when teaching and address literacy errors in written work.

Vocabulary

Each week there will be a Word of the Week linked to the weekly theme, character, value and assembly. Each Word of the Week will be a Tier 2 word to help develop student vocabulary as well as comprehension and quality of written work.

The subject specific vocabulary will be taught withing specific faculties. These words are complex and outside of a learning environment are rarely used. Therefore, the terms need to be taught explicitly and a glossary of terms will need to be available to the students.

Should staff identify a student struggling with Tier 1 vocabulary, they will speak directly to the SENCO and the Curriculum Engagement Co-Ordinator.

Monitoring and Evaluation

The school will:

- review literacy policy at appropriate times.

- include literacy discussion at faculty and cross-curricular meetings, when appropriate.

- ensure that Learning Journeys offer opportunity for literacy across the curriculum.

- ensure that the literacy policy is being adhered to when staff are observed.