

Parent Carer Support Group 12th October

Literacy: Reading, Writing and Oracy

2021-22 Reading

2022-23 Writing

2023-24 Oracy

Intent

- At All Saints School we are aspirational for all our students as readers.
- The texts we study support the wider curriculum and promote Diversity.
- A high proportion of students arrive at All Saints having had adverse experiences of reading.
- We have a team of literacy leaders made of staff and students who drive literacy through the school. Our strategies are research based and we believe that:

‘Poor literacy skills stand in the way of children and young people achieving their potential’ Beating Heart of the School 2014

‘Individuals with poor literacy are less able to obtain, process and understand information about healthy living and self-regulate existing medical conditions. Literacy is also associated broadly with poor health, and in conjunction with educational levels is linked to negative health behaviours’. National Literacy Trust: Literacy Changes Lives 2014

‘Factors associated with crime – low attainment, negative experiences at school, exclusion, truancy and poor employment prospects – all hold a relationship with low literacy’. National Literacy Trust: Literacy Changes Lives 2014

How we do this

- All staff are trained to recognise the value of Literacy and in the most successful ways to deliver Reading Writing and Oracy across the whole curriculum.
- The Leadership Team monitor and support to ensure standards are maintained.
- We meet need exactly at the point of challenge for each individual - through Fresh Start and Writing groups at Key stage 3 and through TA and teacher support.
- Our Library is a hub for Literacy and is kept well stocked and enticing.
- We have student Literacy Leads from each year group.

Fresh Start

Library

- All students have access to the library. Students can borrow up to 3 books for a loan length of 30 days, after this time they can renew the book if needed.
- All groups are allocated a form-time slot in the library, they can use the time to borrow or return books.
- There are Student Literacy Leads across the school who support Mrs Fuller with the running of the library and library events, such as World Book Day.
- The library stock is regularly updated and books have been bought in specifically to support the curriculum. Topic Book Boxes are created to support classroom learning.
- A reading reward scheme is in place with Bronze, Silver and Gold levels. Students achieve credits by reading and in addition to a badge and certificate a monetary reward is given. A trip is arranged termly for the students who have achieved the reward to spend their money.
- Library displays match the protected characteristics.
- We have visits to Stalham Library.
- Share a story month.
- Fresh Start Anthologies to provide the exact amount of challenge and practice.

READING ALOUD

SLOWS WRITTEN LANGUAGE DOWN

AND
ENABLES CHILDREN TO HEAR AND
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IT ENABLES CHILDREN TO EXPERIENCE
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THE CENTRE FOR LITERACY
IN PRIMARY EDUCATION

PHILIP
EDGELL

Reading Aloud

- Slows written language down and enables children to hear and take in patterns.
- It enables children to experience and enjoy stories that they might not otherwise meet.

All our year groups have stories read to them; this is a strategy used as a part of regulating after breaks, to enhance the curriculum and to create a cosy feeling at the end of the day.

Implementation

- Fresh Start - 4 X week (Coaching for staff - CPD Pathways - Fresh Start support and monitoring)
- Guided Reading to develop comprehension
- Disciplinary Literacy - subject specific
- Book boxes - around the curriculum area - interwoven into form time and lessons
- Reading aloud in classes -exposure to quality texts/ more academically challenging texts with support and scaffold. KS4 revision of a Literature text)
- Silent reading (Form time / Literacy intervention time)
- Reading to Staff (LJ TUESday read to staff) UJ Form time read to adult once a week)
- Popcorn reading - Y8 - read as much as you like.
- Fresh Start strategies used across the school (all staff trained)
- Students encouraged to read whenever possible (Reading rewards)
- Celebration of success to keep motivation up.
- Reading and Writing in English - taught to same assessment objectives to show different perspectives
- Research : Ruth Everett - online training - disadvantaged students and the reading Gap.

MY HAIR

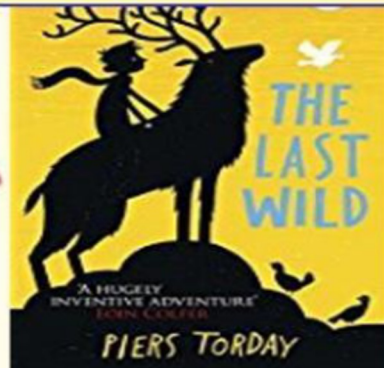
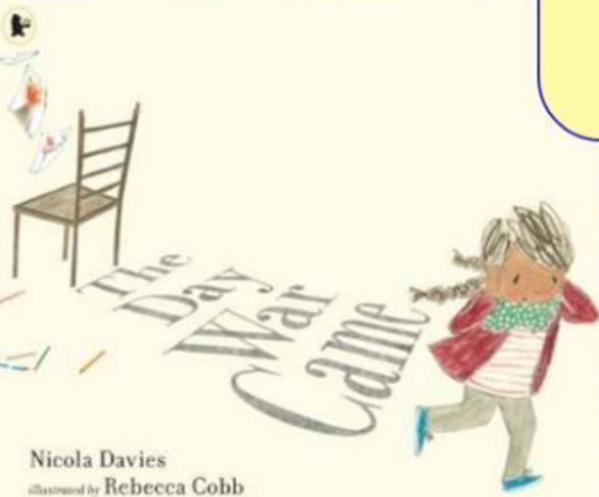
Written by
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Illustrated by
Allen Fatimaharan



Reading for pleasure is the single most important indicator of a child's future success

OECD 2002

A HOUSE WITHOUT WALLS



How can you support at home?

Reading: <https://www.booktrust.org.uk/books-and-reading/bookfinder/>

Encourage reading - make it cosy rather than critical

Visit the library and buy books as presents.

Establish a reading habit - you read to them - read read alternate lines - read the direct speech - change all the words beginning with B to banana ...

<https://www.booktrust.org.uk/books-and-reading/our-recommendations/100-best-books/>

Look for films of books - watch them as a treat or to pique interest.

Ask them to read shopping lists/ recipes etc ...

Write letters to a family member and read the replies.

Writing

How: Handwriting, fine motor skills

What: Vocabulary, structure, ideas

Barriers:

- Often feeling overwhelmed by the enormity of completing a task
- Wanting to finish too quickly
- Not keen to edit when its done

KS3 - Teaching Writing at the right level.

from January 2023 we made the decision to run three vertical groups for one lesson a week to focus on English Language skills and the craft of writing for Key Stage 3 students. This will ensure that writing remains aspirational and we are meeting needs across the spectrum of ability.

Stage One will focus on the fundamental aspects of SPAG, developing vocabulary and sentence construction.

Stage Two will build upon the foundations and begin to learn strategies for structuring and developing ideas.

Stage Three will develop confidence in creating longer pieces of writing across a range of forms. They will develop strategies for planning, writing and reviewing their work, working towards the skills required for GCSE English language.

Our ten step writing framework

Step	Phase	Focus	Completed?
1	Planning	Exploring	
2		Generating	
3	Crafting	<u>Modelling</u>	
4		Organising	
5		Drafting	
6	Reviewing	Sharing	
7		Evaluating	
8		Revising	
9		Editing	
10	Sharing	Publishing	

Early Writers - KS2 and Group 1 at KS3

Step	Phase	Completed?
1	Planning	
2	Crafting	
6	Reviewing	
10	Sharing	

Handwriting and Dyslexia - Sylwia Czubaj (Specialist Teacher)

Lower Juniors are trialling a new handwriting scheme which has been created after consultation with SENDCO (Jo Paffett) and OT (Jemma Baker). All teachers, with support from the OT, should identify specific needs in their classes. Pencil grips, seat supports, writing slopes are provided to students as well as raised or standing tables. A balanced mixture of typing and handwriting allows everyone to be successful.

Every classroom should be dyslexia friendly:

- teachers provide printed copies to minimize the need for copying from the board; students with dyslexia should be allowed to use more time to complete tasks;
- dyslexic friendly fonts should be used;
- students should be facing the board;
- teachers should check understanding, have key words highlighted, use pastel background for presentations and use multi-sensory methods of teaching

During the course of the year there will be Parent's Forum for Dyslexia.

Oracy

“Oracy is the ability to articulate ideas, develop understanding and engage with others through spoken language.”



Two Pillars - Academic and Social

Oracy hits both - talking about new ideas deepens academic understanding , talking and discussing develops confidence, understanding and awareness of the world and others.

Research - A Summary

- Teaching Oracy effectively boosts academic progress by up to 60 % in a year
- Good oracy skills will help children in every subject they learn
- Children who feel confident as speakers are likely to be happier and more successful
- Labour manifesto wants a real focus on oracy - particularly since Covid
- Covid has impacted negatively on oracy, particularly with younger children
- Teaching oracy is most effective when it is interwoven through the curriculum but students have clear guidelines of what makes an effective speaker and listener
- Disadvantaged young people will benefit the most from good quality oracy at school

Why the focus ?

We wanted to build upon the already excellent Oracy we have seen across All Saints and support our students by creating a framework which breaks down the different areas of Oracy and how to make progress in spoken communication. We want all staff to feel confident about teaching the different styles of communication and to develop a toolkit of strategies to embed oracy into lessons.

We know that a significant number of our students have some anxiety about speaking in front of others and would like them to leave us feeling that they are able to communicate with confidence through spoken language.

We also believe that 'reading and writing float upon a sea of talk' and want to use oracy to boost the quality of written work and reading fluency.

Communicating how you feel and how others feel through expressive language

This is likely to include:

- listening actively and responding appropriately
- turn taking
- confidence when speaking in front of others
- consideration of others feelings
- debating and expressing opinions
- asking questions to find out more about something

How your body and voice says it

This includes how you use:

- effective body language and facial expressions
- eye contact with your audience
- your voice:
 - speech sounds, clarity
 - tone
 - pitch (volume)
 - fluency
 - pace

How you think and plan what you say

This could include the choices you make about:
Content - Persuasive language.

Structure - What you will say (eg will you start with a question? What order will you say things?)

Language - Words that summarise what you say and what others say.

Perspective - Consideration of different perspectives and opinions.

What words you say

- Appropriate vocabulary
- Adapting your talk for your audience
- The grammar you use

Rhetorical techniques including :

Rhetorical questions	humour	anecdotes
alliteration	irony	direct address
statistics and facts		

Opportunities for Oracy at All Saints

In lessons: (built into planning)

- Discussions
- Pair and share
- Small groups
- Presentations
- Agree/disagree lines
- Role play
- Teacher in Role
- Scripted plays
- Hot seating
- Questioning
- Fresh Start
- Reading aloud
- Speeches (10 steps writing)
- Speech and Language Interventions (weekly until Y9)
- Drama lessons
- PSHE/Social Skills
- Personal Development
- ASDAN

Opportunities for Oracy at All Saints

In the wider school:

- Assemblies
- School council
- Diversity/Sport/Literacy Leads
- Debating club
- Well being weeks/ special days
- Visitors to the school
- Library activities
- Christmas/Summer celebration services
- Break time
- Feelings, thoughts and wishes
- SALT
- Performances
- Hautbois

How to support oracy at home:

- Engage your CYP in conversations around subjects of interest
- Have conversation starters written down and take it in turns to speak (you can pass an object to indicate whose turn it is to speak)
- Pick a new word to talk about and encourage your CYP to use it in conversations
- Play listening games; I went to the shop and bought...
- Point out things of interest when out and about and ask your CYP to describe it or give their thoughts on it