

Reading, Writing & Vocabulary Policy

Amended: June 2018

Approved by Governors: June 2018

Review date: September 2019

Reviewing Panel: Standards, Staffing and Curriculum

LIFE

Preparing our pupils for life after education and encouraging them to be lifelong readers.

Listen (to yourself and others read)

Identify (areas you need to improve upon and act on them)

Familiarise (yourself with key words and exam terminology)

Enjoy (reading, writing and speaking using Standard English)

Having the ability to communicate effectively, to be able to read and write are skills in which are needed for one to have a fulfilling, rich and successful life. These skills are not just needed to be able to complete school; they are in fact lifelong skills. Improving literacy and learning can have an impact on pupils' self-esteem, enthusiasm, behaviour and attainment. Pupils with higher levels within literacy are able to learn independently and this is key to building confidence within our pupils.

At Woodlands our aims are specific to Reading, Writing & Vocabulary and within these subcategories we strive to promote a love of each and allow our pupils the opportunity to explore and improve upon these skills not only within the classroom but through a range of extracurricular activities and clubs.

The teaching of reading, writing and vocabulary is not the responsibility of the English Department alone; at Woodlands, all teachers share responsibility for the teaching of literacy across the curriculum and recognise their statutory responsibilities. It is clear how vital the role of language is to our pupils' learning and how work in different subjects contributes to and benefits the development of their ability to communicate. Crucially, we believe that literate pupils will ultimately emerge as confident and articulate communicators, fully prepared to enter the adult world, whether to continue their academic studies or to enter the world of work.

Objectives:

For Parents and Carers

- Actively to support the Reading, Writing and Vocabulary Policy, understanding the importance of literacy skills in lifelong learning
- To support students by reading and discussing written work, before it is submitted to the relevant subject staff
- To support staff by ensuring their child is reading regularly at home or discussing the books in which they are reading/read.

For Teachers

- To be a role model, consistently demonstrating high standards of literacy to all students
- To follow the marking policy and ensure SPaG stickers are used
- To ensure teaching rooms are literacy-rich environments (key words are displayed on walls)
- To challenge poor quality of speech, encourage clarity and elaboration
- Encourage pupils to read aloud to others
- To ensure reading texts are age appropriate and accessible
- To provide more challenging reading texts as extension work for MABLES

For the English Department

- To follow and promote the Accelerated Reader programme, ensuring students are
 - reading books of the appropriate level
 - sitting quizzes and making relevant progress
 - follow Star Reader testing schedule
 - analyse reports to recognise those needing intervention
- To identify specific areas of concern

For KS3 Tutors:

- To track and encourage reading during tutor time, ensuring that students have reading books with them at all times as well as their reading log
- To monitor and sign reading logs
- To promote discussions based around current affair in tutor, developing pupil confidence
- To be responsible of the Book Box in tutor, ensure books are returned

Reading

We believe that reading, and particularly reading for pleasure, is crucial for our pupils to be able to reach their full potential as reading for pleasure has a direct impact on cognitive and social communicative development. Our aim is to improve each pupils potential to the point where they are reading at, or above, their chronological age. We will measure this development through a consistent program of assessment, intervention and data analysis. Data obtained in term 1 will inform intervention and planning with progress and development mapped against two further assessment points throughout the year.

Aims:

- All subjects are required to promote Reading, Writing & Vocabulary skills. The common requirement for all teachers is that pupils are instructed to speak in full sentences and explain themselves clearly, with teachers challenging poor speech.
- To create an environment where reading is promoted across the school.
- To provide time in school every week for all pupils to read.
- To support reading through a range of varied and appropriately differentiated reading resources.
- To promote and support reading in non-school hours.

Reading Strategies:

1. Accelerated Reader – this programme allows for the monitoring of reading amongst KS3. We use the data given from Star Reader tests to track reading age progress and to recognise those needing intervention.
2. Reading groups – Intervention reading groups are arranged on rotation so that once a pupil reaches their chronological reading age or above they are then replaced with the next underachieving pupil.
3. DEAR – Drop Everything and Read, these timetabled reading sessions occur across the school to embed a culture of whole school reading
4. Promoting a love of reading – book clubs, 'Lad's' morning reading groups with family members, celebrating World Book Day.
5. Reading at Tutor Time – KS3 pupils will be expected to have a reading book at all times, this is to ensure they are always prepared for their AR lessons, DEAR time and Tutor Reading days.
6. Rewards and incentives to promote and encourage reading of challenging texts, to recognise avid readers and those making significant progress.
7. Teachers will provide reading materials of high quality, appropriate to ability or to exam criteria.
8. Encouragement of the different ways of reading, e.g.: continuous, close, skimming and scanning.

Writing

Now that essentially all GCSEs focus on a written response it is obvious why writing plays such a major role within a school and across all subjects. Therefore it is vital that students are able to communicate effectively and clearly through writing. It is our aim to ensure students are confident with not just the content of their writing but the many different ways in which their writing may need to be structured.

Aims:

- To provide good models of particular kinds of writing, setting high standard examples
- To provide Writing Frameworks where appropriate
- To give the option of dictionaries and teach pupils how to use them
- To display Key Words in the classroom
- To teach subject specific vocabulary and spelling
- To provide regular opportunities for extended writing

Writing Strategies:

1. Extended Writing – pupils should be given opportunity within all subjects to complete extended writing tasks, these should be varied in through style, purpose and audience
2. Writing Frames – the option of a range of writing frames will enable students to feel confident in writing a detailed response
3. Examples – allowing pupils to have access to pieces of high standard writing with annotations and grade criteria
4. Keywords and connectives should be available
5. Marking – marking of writing should follow the literacy SPaG code, ensuring correct spelling of common and subject key words, along with punctuation and grammar
6. Proof reading and editing – allowing time to specifically check and improve writing before submission
7. Directed Reflection & Improvement Time – an appropriate amount of time given specifically to DIRT after marking and feedback has been given

Vocabulary

Woodlands curriculum is supported by developing pupils' abilities to speak, listen, read and write for a wide range of purposes, including using language to learn, communicate, think, explore and organise. Helping pupils to express themselves clearly, through development of vocabulary, both orally and in writing, enhances and enriches teaching and learning in all subjects and prepares the pupils for life after school.

Aims:

- To encourage all pupils to speak using Standard English and in full sentences
- To encourage all pupils to develop and expand their vocabulary
- To build pupil confidence in articulating their ideas and responses

Vocabulary and Articulation Strategies:

1. Loud Speakers – two extracurricular groups, one which focuses on MABLE students the other open to all interested in speaking and vocabulary challenges. Gives pupil opportunities to create speeches, pod casts and radio stations.
2. Pupils should be urged to repeat or rephrase poorly constructed sentences whenever possible
3. The classroom teacher provides the most important role model, in terms of vocabulary, speech and the use of gesture.
4. Practice in speaking to groups of different sizes, ages, gender - builds confidence and is an increasingly important skill for the pupils' development.
5. Presentations - Preparation of short presentations encourages logical thought in the speaker and good listening by the audience.

Additional Strategies:

- Making learning objectives explicit to pupils, including those relating to literacy
- Good display material in classrooms and corridors, e.g.: key words, examples of work, labels, instructions, rules, subject specifications etc.
- World Book Day
- Woodlands NOW Transition programme
- Theatre visits
- Visiting speakers
- Assemblies
- Television, film and radio presentations
- Rewards for achievement
- National and local press

Signed: _____
Head Teacher

Dated: 11th June 2018

Signed: _____
Chair of Governors

Dated: 11th June 2018

Updated June 2018

