

Speaking What are our aims for our pupils? To be able to... • express and clarify ideas and explain their thinking • use varied and specialised vocabulary • speak for a range of purposes: narration, analysis, explanation etc • adapt speech for paired and group discussions and larger audiences with confidence Useful strategies • 'Think, pair, share' and 'no-hands-up' • Vocabulary lists and glossaries • Vocabulary cards to prompt discussion (AxisFM in DT) • 'Mastermind' and 'Ask the Expert' • 'Say it in reverse' – good for checking understanding of processes • 'Are you questioning my question?'- interrogating a statement • 'Dictagloss' – good for picking out key words • 'Guess my tone' – identifying intention from speech	APPENDIX A Listening What are our aims for our pupils? To be able to... • listen for comprehension • pick out key words and technical terms • identify the register of language used and the main points being made • recognise cues to speak, and respond sensitively and appropriately Useful strategies • 'Pay attention, Pause, Paraphrase' and 'Say it Once' • Video clips/podcasts used with Qs or What/How/Why grids • Discrete thumbs up on the table – have they understood? • 'Bunny rabbit ears!' – to signal the importance of listening • The Human Dictionary – the pupil expert • Pupils taking on the role of chair or scribe • Pupils creating questions during listening • Numbered turn-taking – to ensure participation
Reading What are our aims for our pupils? To be able to... • read fluently, accurately and with understanding • use techniques such as skimming, scanning, and text-marking to aid their approach to a text • locate, select and synthesize information from a wide range of sources including print, media and ICT • read critically, with an awareness of style, register and authority Useful strategies • Directed Activities Related to Text – DARTS • Mind maps, highlighting, SQ3R (Survey, Question, Read, Recall, Review) • Establishing key vocabulary, especially with EAL pupils • Illustrating from a text- using description to create diagrams/images • Sharing reading experiences • Providing extension reading lists	Writing What are our aims for our pupils? To be able to... • communicate meaning with an effective style, structuring sentences grammatically and whole texts coherently • present writing clearly, using correct spelling, accurate punctuation legible handwriting • command a wide-ranging and technical vocabulary • write in a widening variety of forms for different purposes and audiences e.g. to interpret, evaluate, explain, analyse and explore • use word-processing, presentation, other ICT conventions correctly Useful strategies • Topic sentences • PEE and E, TEAL and writing frames • Free writing • Displays listing 'Pivot words' and connectives • Consistent marking for SPAG

LITERACY

A - Reading
<u>Skills</u> 1. Reading – students read real world texts (beyond a text book) whether individually, groups or as a class 2. Decoding - students look beyond a text by inference/suggestion 3. Synthesis – students can extract and summarise writing succinctly and show understanding of said text 4. Analysis – students explore the effects of language being used/recognise a purpose in relation to a reader 5. Evaluation – student can judiciously express a written reaction to oral/writing with appropriate justification <u>Students can access:</u> 6. Class textbooks 7. Key vocabulary for topic/subject 8. Dictionaries/Glossaries/Thesaurus (subject dependent)
B - Writing
<u>Skills</u> 1. Planning – students structure and methodically outline and organise the structure for a single piece of work 2. FAP – students shape writing for a specific form (text type)/audience/purpose 3. Layout – students structure writing clearly with a recognisable format (appropriate to form) e.g. date, title, paragraphs. 4. SPAG – students monitor and focus on the accuracy and precision of their spelling, punctuation and grammar 5. Reflection – students given time to reflect on work and then use feedback to improve on writing focus <u>Students can access:</u> 6. Class workbooks/lined A4 paper 7. Writing frames e.g. sentence starters, scaffolds
C - Speaking and Listening
1. Discussion – students speak to fellow students/teacher/whole class in regards to a topic/question/thinking task. 2. Listening – students use audio-based resources and respond with recognition of understanding/comprehending said source 3. Debating – students opportunity to recognise multiple sides of an idea, and articulate an argument based from this 4. Presenting – students formulate and structure a presentation in relation to a topic/subject and perform said talk 5. Reflection – students encourage to reflect orally and give feedback similarly
D - Other
1. Marking – aspect(s) of the Literacy policy/audit are used in conjunction with the marking policy used within the department (e.g. focusing on written expression, spelling of key terms, analysis of concepts etc. 2. Scheme of Work – all schemes of work have recognisable links of promoting literacy (and lesson plans similarly if required) 3. Extra-curricular – staff/students engage in a promotion of literacy beyond the classroom