



PACE- Literacy across the Curriculum 2021-22

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Our students do not have the exposure to language and when word poor students begin school, for many, the level of difficulty means that they do not enjoy reading and therefore avoid it.

Vocabulary

At the most basic level, having a large vocabulary makes you smarter. Knowing words frees up space in the working memory to understand concepts, which in turns helps new learning to stick.

Educational experts throughout the world consider vocabulary size as the best predictor for educational attainment (Hirsh- www.city-journal.org/html/wealth-words-13523.html)

Learning new vocabulary is incredibly empowering for disadvantaged students as they instinctively understand the link between knowing words and doing well in school life.

Our Vision then, is to use the teaching of vocabulary- reading, writing and oracy- as a tool for academic ability so that every child has an equal opportunity to succeed.

Kylene Beers

What follows is a Summary from Beers'- ***'When Kids can't read, what teachers can do'***

Copying words/definitions ***do not ensure*** that students learn words.

Effective teaching of vocabulary means that students will learn the words and remember the words. ***There is no point learning them without being able to use them.***

Understanding words from context can be difficult and often misleading. It is often necessary to make inferences, which is a barrier to struggling readers.

Instead, we need to teach students how to use context as a clue to figure out the meaning of a word. This is best done through live modelling of our own thought processes.

Teaching word parts will substantially multiply the number of words a student understands. This word part approach is the focus of the Words of the Week (**WOW**) for the English curriculum in 2021-2022.



Reading- See separate reading plan.

Giving students time to read and reading aloud to students is crucial. In the 2021-22 academic school year, we will be introducing sustained silent reading (SSR) and this will impact vocabulary and build fluency and comprehension.

Beers gives this analogy: *“No one would expect the school football team to get better without actually playing football or the band to improve without actually playing instruments. But for some reason, many of us do expect students to become better readers without actually having time to read. The logic fails and, eventually, so do students.”* (P199)

How can oral questioning be used to evaluate, differentiate and teach? (P201)

Information you are looking for:

- To discover the student has heard/used the word- *Read the word and ask “Have you heard this word? Do you have any idea about what it means?”*
- To discover if the student knows how to use the word- *“Can you use the word in a sentence?”*
- To discover if the student knows what words he doesn’t understand while reading- *“What words caused you problems when you were reading this section?”*
- To discover if connecting the word to a larger context helps the student with the word’s meaning- *“Can you figure out what the word might mean if I tell you it is related to....?”*
- To discover if the student can use the context as a clue to figure out the meaning- *“Can you reread that section and from the other sentences figure out what the word might mean?”*

Cross curricular literacy

We recognise that:

- students’ achievement in language and literacy is a major factor in their capacity to learn in subjects across the curriculum.
- individual subjects create different language demands, which need to be addressed within those subjects.
- therefore, all departments have an important role to play in supporting our students’ language development.



In line with the revised Ofsted Framework and statutory requirements we will address key teaching skills within reading, writing, and speaking and listening. These will be agreed and prioritised and an action plan devised each year.

- All departments will review their SOW, ensuring that where applicable, these skills will be taught.
- Resources and training will be sought and made available for staff to be made aware of how to teach specific skills as well as how to implement them across the curriculum.

Priorities for 2021-2022

- To introduce the Accelerated Reading programme to whole school as a reading strategy to promote engagement and enjoyment.
- The introduction of a whole school marking policy with a focus on marking for literacy. These codes will be displayed in all classrooms and in students' books.
- WOW within the English curriculum to introduce academic language.
- All departments will have an identified key terminology and spelling list on display that they can use and reinforce with students.
- All departments will use a variety of activities to help students to engage with texts, give opportunities for reading in class and make sure texts are accessible to students.
- All departments will reinforce audience and purpose of written and oral tasks so that students adopt the appropriate tone and register.
- All departments will provide opportunities, when appropriate, to use a variety of planning, scaffolding, and writing frames, and will encourage writing at length when applicable.
- Teachers' resources and speech will model the highest standards of literacy.

Monitoring and Evaluation

- Monitoring will take place through QA cycle involving observation, work scrutiny and student voice.
- Accelerated Reader programme will generate half termly data to be scrutinised and analysed. Reading ages will be made available to all staff to enable informed planning and the selection of appropriate texts.
- Data will be used to track progress of students in all subjects- especially where subjects are 'literacy rich'.