

School-wide approaches to Literacy Development

High competency in Literacy is the key to students' success in gaining independence and accessing and thriving in all subjects and beyond school. At Admiral Lord Nelson School, we strive to develop confident users of language, who develop communication skills across subjects and different contexts. The strands of oracy, reading comprehension, vocabulary acquisition and written responses are all interwoven and interdependent. The following principle underpins our literacy practice: *'You cannot write it, if you cannot say it; you cannot say it, if you haven't heard it.'* - Pie Corbett.

All staff model high levels of literacy in speech and the written word, using a wide range of academic and subject-specific vocabulary precisely. We believe in the importance of oracy, actively exploring concepts verbally in preparation for written responses. We use strategies such as 'Talk to Write'; developing, sharing, challenging and redrafting ideas verbally through social construction; whole class strategies such as 'add, build, challenge' and 'think, pair, share' and through targeted teacher questioning with students encouraged to rephrase verbal responses to strengthen clarity, sophistication and accuracy.

All staff model a love of reading, with regular whole class, independent and peer supported reading in tutor time. We value the importance of regular reading, both to reinforce the development of fluent comprehension and vocabulary acquisition and for pleasure. Years 7 and 8 engage with the Accelerated Reader Programme. Texts are read aloud in lessons, with staff modelling intonation, fluency and the metacognitive aspects of self-regulation and checking for understanding when reading. Staff make use of students reading aloud in order to monitor comprehension and fluency. A range of texts are used across the curriculum to widen student vocabulary, cultural literacy and to practise comprehension skills. Students are guided to be able to select and retrieve relevant information, support answers with textual evidence and make links within and across texts.

Key vocabulary is set out in schemes of learning and is shared with students. Emphasis is placed on the explicit teaching of tier two academic language and subject specific tier three language across the curriculum. All staff ensure new vocabulary is clearly understood. Meanings are discussed, links made to other words, repeated exposures to new vocabulary are provided and etymology is actively explored. In all written subjects, glossaries are kept in students' books to actively record key subject specific words and their meanings, with these being referred back to regularly, forming part of the success criteria in any written or oral assessment.

We believe in the importance of developing sustained, articulate, clearly structured written responses as a means of being able to precisely convey ideas and meaning and to engage others. Common approaches to writing are shared across the curriculum, for example: the use of PEEEL to help structure a response; examples of text types shared and deconstructed prior to writing; the writing process is modelled using a visualiser; students are provided with the success criteria for a piece of writing; students' work is marked using the Admiral Lord Nelson School Spelling, Punctuation and Grammar (SPAG) code, with a high emphasis put on accuracy in spelling, punctuation and grammar in all written work and success criteria for written pieces including SPAG.

Subject areas work collaboratively to support literacy development, for example, planning to expose students to new vocabulary across different curriculum areas and using texts which link with areas of study in other subjects.