

St Richard's Catholic College

Disciplinary Literacy and Oracy Policy



'Literacy is a tool for wider enquiry and understanding'.

“Great teachers don't just teach their subject: they use and demonstrate the language of the expert.”

Geoff Barton

The Policy was approved by the Governing Body: March 2023

Chair of Governors:

The Governing Body will review the policy in March 2024

DISCIPLINARY LITERACY AND ORACY POLICY

NB: This policy is aspirational and should be read in conjunction with the Disciplinary Literacy and Oracy Action Plan.

1. Vision

Literacy teaching encompasses reading, writing, oracy and vocabulary acquisition. Disciplinary literacy is the teaching and application of these skills in discrete subject areas. All teachers in all departments are teachers of literacy. As a school, we have a strong understanding that the explicit teaching of the literacy needed for our individual subjects will improve outcomes and life chances for our pupils. We recognise that literacy skills should be a part of routine lessons and that they are not taught in isolation.

In line with our Mission Statement: the teaching of literacy and oracy skills enables children to better experience the wonder and joy of learning and helps to ensure that every pupil flourishes by reaching their full potential. In conjunction with our College Improvement Plan 2021-2024, 'CALLED to Serve', literacy aids personal development and supports wellbeing by giving pupils the tools for self expression. It enriches their cultural capital and furthers their character development. It helps us in our aim to provide the highest standards of teaching and learning in lessons.

"I have come so that all may have life and have it to the full" (John 10:10).

2. Our core beliefs around reading, writing, oracy and vocabulary acquisition

2.1 Reading - we place a strong emphasis on reading for pleasure at St Richard's and this forms a core aspect of our culture. All pupils have access to our library which stocks a wide range of inspiring texts that represent our wide range of readers (see 3.7). All school staff should consider themselves reading role models and promote reading through sharing the books they enjoy and recommending subject-related books. We celebrate landmark days such as World Book Day and National Poetry Day to raise the profile of reading, but recognise that this work is year-round and the responsibility of all. We understand that disciplinary reading is a skill which must be taught and are committed to developing pupils' reading skills through the use of appropriate reading strategies and deliberate practice.

2.2 Writing - we recognise that writing is crucial to self-expression and we strive to ensure all pupils have clear written communication. We set high standards for pupils' writing and ensure that pupils take care over their written work. Teachers frequently model the writing process, live, for pupils in order to demystify the writing process. This should include modeling planning and error correction. We mark pupils' work for SPaG and clarity using the literacy marking code and literacy elements are addressed through DIRT/purple pen work. KS3 pupils regularly use packages such as Bedrock Grammar to enhance their grammar knowledge. In KS3, pupils have designated SPaG and vocabulary lessons.

2.3 Oracy - we agree that good 'reading and writing float on a sea of talk' (James Britton). At St Richard's, this means that all teachers develop pupils' speaking skills so that they are confident and articulate. Staff teach and support pupils to have academic conversations in their lessons, which include use of key subject vocabulary. We prioritise participation, ensure a few pupils are not allowed to dominate classroom talk, and encourage pupils to speak clearly and in full sentences. We plan for quality talk in our lessons. We frequently deploy teaching strategies which maximise participation, such as 'no hands up' questioning and 'think, pair,

share'. Our enrichment programme includes activities which enhance oracy, both directly (such as debating club) and indirectly through clubs and activities that encourage pupils to talk.

2.4 Vocabulary - we understand that an extensive vocabulary is key to pupils' success at school. We recognise that vocabulary is taught in the context of specific subjects during lessons, not in isolation and vocabulary teaching forms a core part of regular lessons. Pupils are shown 'the shape of words' (the words written down) as often as possible. Both staff and pupils have a strong understanding of what the core 'Tier 3' key words are for each topic and pupils should end a unit of work being very familiar with these terms. Teachers also develop pupils' 'Tier 2' academic vocabulary because we recognise this is also key to their success when accessing academic texts. KS3 pupils regularly use packages such as Bedrock Vocabulary to enhance their vocabulary knowledge.

3. Individual roles and responsibilities

Every pupil is entitled to:

- equal rights of access to the curriculum, regardless of their reading and writing ability.
- a right to be taught the literacy skills and conventions particular to each subject.
- continue to develop their reading and writing skills as they progress through St Richard's, regardless of what age or level they are at.

Therefore...

3.1 Governors ensure that disciplinary literacy and oracy remain high on the agenda for the strategic direction of our school; monitor and support the teaching of disciplinary literacy across the school.

3.1 Head and LMT positively lead a culture of reading for pleasure at St Richard's; are reading role models and promote the necessity of good disciplinary teaching to pupil success and future life chances; monitor and support the teaching of disciplinary literacy across the school; monitor and support the literacy and oracy elements of the College Improvement Plan.

3.3 Literacy and Oracy Lead strategically lead on disciplinary literacy and focuses on delivering the action plan; delivers or commissions relevant CPD in this area; oversee key literacy interventions such as the reading intervention classes and resources, and delivers interventions such as fluency practice; monitors and supports the teaching of disciplinary literacy across the school; provides resources for form time literacy; be a source of support and advice for teaching staff on matters relating to disciplinary literacy.

3.4 Subject Leaders (or a designated subject champion) strategically leads on disciplinary literacy within their subject, ensuring that their team understand and share in the school's vision; will identify strengths and areas for development in literacy and oracy as part of their SEF; ensure teachers have the appropriate resources and strategies to address the needs of all pupils and ensure fair and equal access to the curriculum; ensure all schemes of learning/work clearly address the teaching of relevant literacy skills; monitor and support literacy teaching and marking in their subject area.

3.5 Teachers understand that they are teachers of literacy and it is fundamental to pupil wellbeing and progress; have a strong understanding of the literacy skills of their subject, ensure this through relevant training and incorporate these skills into their teaching and assessment of all pupils in line with our core beliefs (see Section 2) to ensure fair and equal

access to the curriculum for all pupils; take account of pupils' reading ages and make appropriate provision; model examples of good literacy in their subject, including error correction, for example through written examples; engage with literacy CPD and implements appropriate strategies as they deem appropriate for their lessons; use the literacy mark scheme as directed; encourage and promote rich academic talk/conversations, including the use of correct vocabulary, where appropriate in their lessons and are models of what excellent talk within their subject discipline sounds like.

3.6 SEND department ensures that staff are aware of the literacy needs of all learners through clear and timely sharing of information including reading age data; communicate the most effective strategies for meeting the needs of pupils whose SEND needs may impact on their literacy skills. They will support the school's intervention efforts with those who struggle with literacy through interventions such as Sound Training, reading support, handwriting, touch typing interventions as well in class and small group support.

3.7 Librarian ensures that the library is a welcome and accessible space for all pupils, and that pupils have fair and equal access to its resources; be a source of up to date knowledge on the library's wide range of resources and help pupils who are struggling with reading or unsure what to read next; inspire and promote a culture of reading for pleasure through recommendations, displays and events such as the 1066 Book Awards. Pupils in KS3 have designated library lessons once a week in which they are given the opportunity to read and discuss their books.

3.8 Form Tutors are positive reading role models; they will positively and proactively lead form time literacy once a week using the resources provided or supplement with their own; they will ensure high standards of literacy and oracy are maintained within PSHEE lessons in line with the core beliefs in Section 2.

3.9 Literacy intervention teachers provide targeted and skilled teaching to pupils identified as struggling with literacy skills; use the resources provided and follow the curriculum map for literacy support lessons; tailor sessions to meet the needs of small groups of pupils to ensure they make progress; track and monitor pupils' attainment and progress in literacy.

4. Literacy Interventions

4.1 Quality first teaching - 'wave 1' intervention within the classroom is the first step taken to address gaps in literacy skills. This means that teachers draw on their pedagogical knowledge strategies shared through departmental meetings/CPD, and teaching and learning briefing to best support the children in their class.

4.2 Identification and information sharing - Struggling readers are identified using a range of screening tests in Year 7. Year 7 pupils are tested at the beginning of September and again in June. Reading age data is widely shared and easily accessible to all teachers. Spelling age is tested annually in KS3. Teachers are aware which pupils are likely to be a potential 'struggling reader' or 'struggling speller' in their classes and take steps to address this through their teaching. SEND data clearly states which pupils have learning needs which are likely to directly affect their literacy skills through Pupil Snapshots.

4.3 Intervention - all KS3 pupils have level-appropriate and progressive vocabulary and grammar intervention through packages such as Bedrock Vocabulary and Bedrock Grammar. Pupils identified as having particular literacy difficulties or low reading ages are supported through a range of interventions including Sound Training, fluency practice and literacy support lessons in smaller groups.

In summary, as a school, we strongly believe that literacy and oracy skills should be taught in a disciplinary way through individual subjects. Strong teaching of reading, writing and speaking and listening skills underpin the teaching of subject content and give our pupils the best possible chance of success, both academically and in terms of their future beyond school.

Research shows the most important component of any attempt to raise literacy competency is to enhance the classroom context. 'It goes beyond the teaching of basic skills - the mechanics - to a consideration of how all teachers create opportunities for the use of literacy within a flexible and supportive teaching environment.'

Managing the Literacy Curriculum

This policy will be reviewed by the school leadership team and Governors in March 2024.

5. Appendix

5.1 Disciplinary Literacy and Oracy Action Plan

[Disciplinary action plan](#)

5.2 Literacy marking policy

When completing a 'deep mark', all teachers should be marking for literacy using the school literacy marking codes, as appropriate.

sp - spelling

○- punctuation / capital letter

// - new paragraph

人 - missing word

∩ - sense/meaning unclear, or incorrect grammar

[Here is an example](#) of what this would look like in practice.

5.2.1 Spelling

sp - spelling - teacher writes word correctly in the margin underlining the error and child copies x3 in purple underneath. *Where the child is a reasonable speller, so about one error every 3-4 lines, correct all errors.*

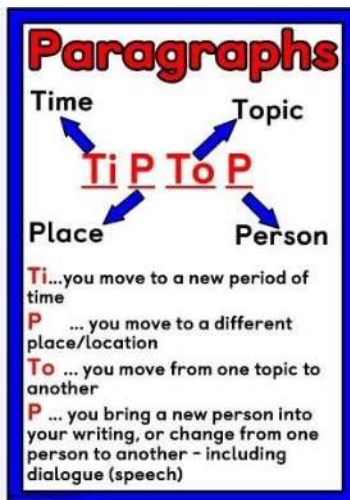
Where the child is a very poor speller (*so if every line had one or more errors*), correct just key subject terms and up to 3 x high frequency errors, e.g. there / they're / their. If a child has spelled a key word incorrectly throughout their work, the teacher just writes it out once, but puts 'sp' by the error.

5.2.2 Punctuation and capital letters

Circle the error and ask pupils to correct in purple.

5.2.3 Paragraphing

Teachers indicate the need for a new paragraph using this symbol: // Subjects that entail extended writing should include a paragraphing reminder such as TiPToP on their book wrapper.



5.3 Oracy rubric

This [Oracy rubric](#) provides clear descriptors of oracy performance at different levels.