

Literacy and Oracy Curriculum Rationale

All teachers are teachers of literacy. Language is the prime medium through which Pupils learn and express themselves across the curriculum, and therefore all staff have a role in supporting the development of effective literacy. As such, The Write Time School is committed to developing literacy and oracy skills in all of our pupils, in the belief that it will support their learning and raise standards across the curriculum. How well pupils speak, listen, read and write has a major influence on how well they do at school and in their futures.

The Write Time School believes that pupils should:

- Be able to speak with confidence and clarity.
- Have a suitable vocabulary with which they can articulate their response.
- Have an interest in books and read for enjoyment.
- Have an interest in words, their meanings and so develop a growing vocabulary in spoken and written forms.
- Read and write for communication and understanding.

We want to ensure that every pupil at The Write Time School is able to read, to understand text, decode and extend their knowledge by being exposed to different reading materials.

Literacy Curriculum Intentions & Implementation

Reading Intent

Pupils will:

- be successful readers and read for communication and understanding.
- be engaged in regular reading through reading being part of every lesson.
- be able to use a range of strategies to help understand the meaning of texts.
- be interested in books and read with enjoyment.
- develop their skills of researching and using information gained from relevant texts.

Implementation of Reading and Oracy

Reading and oracy assessment

- Each pupil undertakes an assessment with the Speech and language therapist on entry
- Pupils' reading ages will be gained during the school's GL Assessment reading assessment package. This accurately identifies where pupils may need support with their reading.
- Pupils' reading ages are measured twice a year to determine progress in reading.

- Assessment within the subject of English is broken down into reading and writing and this allows staff to have a detailed knowledge of pupils' ability to read, comprehend and infer from texts

Interventions

- Specific literacy classes for all pupils in Years 7 & 8
- Speech and language therapy as needed and is detailed in learning plans; weekly, fortnightly or monthly interventions take place
- Units of Sound multi-sensory literacy programme is delivered throughout the school. It is a tailored programme that meets individual pupil needs with regular review and assessment of progress and needs. Delivered through accredited specialist teacher and support worker.

Reading Spaces

- Each classroom has a reading corner where pupils can go and read a range of books.
- Pupils have access to fiction and non-fiction books, at different ability levels.
- The range of books is designed to appeal and expand pupils' interests.

Reading in the Curriculum

- Reading is an integral part of the curriculum and underpins all learning.
- In all subjects, teachers consciously plan opportunities for reading. This is to ensure that pupils read regularly in lessons and have opportunities for functional reading; this prepares pupils for adulthood and independence. Pupils of all ages have 4 lessons of English a week, where reading is a core focus.

Oracy

- Teachers and LDTs encourage pupils to read aloud and present out loud, and for purpose.
- All pupils are encouraged to read to an adult on a one-to-one basis as frequently as possible

Impact of Reading

- Pupils at The Write Time School will be able to decode and recognise enough sight words at the end of Key Stage 2 in order for them to confidently and fluently read a text matched to their level.
- Pupils of all abilities will be able to access reading lessons.
- Pupils will enjoy reading across a range of genres.
- Pupils will have a good knowledge of a range of authors.
- Parents and carers will have a good understanding of how they can support reading at home.

Oracy

Oracy Intent

Pupils will be able to:

- talk confidently and coherently in different situations and addressing different audiences.
- show confident use of spoken English in more formal situations.
- show an interest in words and their meanings.
- extend their vocabulary through reading a range of texts

Implementation of Oracy

- Pupils will have the opportunity to take part in discussions, listening carefully, talking clearly and using appropriate and specialist vocabulary through a variety of subjects.
- Teachers will discuss key vocabulary concepts in each subject area and actively encourage the use of specific
- Pupils will have experience of applying speaking and listening skills in a range of contexts in preparation for adulthood. For example, interaction and communicating with members of the public during work experience.

Impact of Oracy

- Through focus on developing their vocabulary, language skills and confidence pupils demonstrate a rich and varied use of vocabulary and can talk with clarity.

Writing

Writing Intent

Pupils will be able to:

- Write for communication and confidence.
- Develop ideas in order to produce more extended pieces of writing.
- Use teacher feedback to improve their work.

Implementation of Writing

- Writing is a fundamental aspect of the curriculum and is performed in the majority of lessons but opportunities to record in different ways will be provided for children with fine motor skill difficulties or identified dysgraphia.
- In all subjects, teachers consciously plan opportunities for writing within every

scheme of learning. This is to ensure that pupils write regularly in lessons and have opportunities for functional writing.

- Pupils will have access to laptops to support writing independently. This may become their normal way of working and be reflected within access arrangements.
- Key vocabulary will be identified in each lesson. Pupils will have opportunities to write, spell, speak and read key vocabulary and subject terminology.

Impact of Writing

- Pupils will make good progress from their starting point in relation to their starting points.
- We will see a significant increase in pupil's confidence and enthusiasm for writing. Pupils will be motivated and engaged, actively participating in writing activities and taking ownership over their learning.
- Pupils will embrace challenges and view writing as an opportunity for self-expression.
- Pupils will recognise the real-life application of writing and understand its importance.