

## Maiden Erlegh School Literacy

*At Maiden Erlegh School, every teacher, regardless of subject specialism, is a teacher of literacy and has a responsibility to improve students' literacy skills in the following areas:*

- Oracy (spoken language)
  - Reading for learning (Read to Achieve)
  - Reading for pleasure and wider reading (Love to Read)
  - Writing for a range of purposes and audiences
  - Building vocabulary
1. We recognise the interconnectedness of literacy skills and their impact on students' personal and academic development. For example, strong oral communication skills underpin and help to develop proficient reading and writing, while those skills, in turn, enhance students' ability to communicate verbally.
  2. We are committed to the delivery of Disciplinary Literacy across the curriculum. This means that students are explicitly taught the unique approaches to be used when reading, writing, speaking, and listening within each subject area.
  3. We aim to support our students in developing automaticity in their literacy skills and encourage them to transfer those skills between tasks and subject areas.
  4. We recognise the impact of cognitive skills such as attention, verbal working memory, executive functioning, and processing speed upon the development of students' literacy skills and strive to support students according to their individual needs. This support is provided in lessons and, where appropriate, supplemented by small group or 1:1 intervention.
  5. We provide additional testing to ensure that eligible students receive adequate access arrangements and concessions for internal and external examinations. This might include extra time and/or the use of computer reading software.
  6. The following documents comprise the Maiden Erlegh School literacy strategy for 2023-24:
    - Maiden Erlegh School ['Reading: Good Practice' document](#) *MES Reads!*
    - (Coming soon...) Maiden Erlegh School 'Writing: Good Practice' document *MES Writes!*
    - Maiden Erlegh School ['Oracy Strategic and Implementation Plan'](#) *MES Speaks Up!*

7. We uphold the aims of the [National Curriculum](#) regarding language and literacy as follows:

## **6. Language and literacy**

### **6.1**

Teachers should develop pupils' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.

### **Spoken language**

#### **6.2**

Pupils should be taught to speak clearly and convey ideas confidently using standard English. They should learn to justify ideas with reasons; ask questions to check understanding; develop vocabulary and build knowledge; negotiate; evaluate and build on the ideas of others; and select the appropriate register for effective communication. They should be taught to give well-structured descriptions and explanations and develop their understanding through speculating, hypothesising and exploring ideas. This will enable them to clarify their thinking as well as organise their ideas for writing.

### **Reading and writing**

#### **6.3**

Teachers should develop pupils' reading and writing in all subjects to support their acquisition of knowledge. Pupils should be taught to read fluently, understand extended prose (both fiction and non-fiction) and be encouraged to read for pleasure. Schools should do everything to promote wider reading. They should provide library facilities and set ambitious expectations for reading at home. Pupils should develop the stamina and skills to write at length, with accurate spelling and punctuation. They should be taught the correct use of grammar. They should build on what they have been taught to expand the range of their writing and the variety of the grammar they use. The writing they do should include narratives, explanations, descriptions, comparisons, summaries and evaluations: such writing supports them in rehearsing, understanding and consolidating what they have heard or read.

### **Vocabulary development**

#### **6.4**

Pupils' acquisition and command of vocabulary are key to their learning and progress across the whole curriculum. Teachers should therefore develop vocabulary actively, building systematically on pupils' current knowledge. They should increase pupils' store of words in general. Simultaneously, they should also make links between known and new vocabulary and discuss the

shades of meaning in similar words. In this way, pupils expand the vocabulary choices that are available to them when they write. In addition, it is vital for pupils' comprehension that they understand the meanings of words they meet in their reading across all subjects, and older pupils should be taught the meaning of instruction verbs that they may meet in examination questions. It is particularly important to induct pupils into the language which defines each subject in its own right, such as accurate mathematical and scientific language.