Woodlands

respect resilience responsibility

Literacy Policy

Date: January 2026
Review Date: January 2027

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Woodlands Literacy Policy

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, Woodlands is committed to developing literacy skills in all of our students, in the belief that it will support their learning and raise standards across the curriculum. How well students speak, listen, read and write has a major influence on how well they do at school and in their futures.

PRINCIPLES

Woodlands believes that students should:

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- Be able to speak with confidence and clarity.
- Have a suitable technical 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 with confidence, fluency and understanding
- Be able to write in a variety of styles and forms appropriate to the purpose and audience.
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LITERACY AIMS

Implementation of the aims at whole-school level

Roles and Responsibilities

- **Senior Leaders:** lead and give a high profile to literacy ensuring departmental contributions to the development of literacy are regularly discussed in line management meetings and are a focus of the QA process.
- **Literacy Coordinator:** lead initiatives to develop literacy at all levels, including across the curriculum; liaise with Subject Leaders to develop effective practice; coordinate the implementation of DEAR and Whole Class DEAR; create high profile opportunities to celebrate literacy including weekly Period R activities; lead the Southampton Reading Charter for Woodlands.
- **English Department:** provide students with core knowledge, skills and understanding they need to read, write and speak and listen effectively and share basic approaches with all staff being supportive models of good literacy teaching.
- **Teachers across the curriculum**: contribute to students' development of language, since speaking, listening, reading and writing are integral to all lessons. All staff strive to emphasise to students the importance of literacy in the wider world beyond school.
- **LRC manager:** support the implementation of DEAR and administrate the accelerated reader programme until July 2026. Promote the celebration of reading for pleasure with staff, students and parents.
- **SENDCOs**: support the identification of low literacy levels & where this might be related to a specific SEND concern. Support the implementation of literacy intervention & TA deployment.

- **Teaching Assistants:** support pupils in their development of reading and improve access to the curriculum. Model a range of strategies to improve levels of literacy.
- **Parents**: encourage their children to read regularly and use the range of strategies they have learnt to improve their levels of literacy.
- **Students**: take responsibility for recognising their own literacy needs and making improvements.

Across Woodlands we shall:

1. Promote reading for pleasure by following the DEAR programme
2. Monitor reading progress regularly through fortnightly Library lessons in KS3
3. Emphasise the importance of spelling and punctuation
4. Use the school's marking codes to reinforce the importance of accurate spelling and punctuation and ensure pupils are given opportunities to respond to feedback
5. Develop students' vocabulary through the explicit teaching of tier 2 and 3 vocabulary across all subjects
6. Provide all students with the key vocabulary for each scheme of work through the consistent implementation of knowledge organisers across all subjects
7. Provide targeted interventions to support students in developing their literacy levels
8. Review this literacy policy annually through consultation with subject leaders, SLT and Governors.

Speaking and Listening

Across Woodlands students are encouraged to:

- Talk confidently and coherently in different situations and addressing different audiences
- Be involved in discussions, listening carefully, talking clearly and using appropriate and specialist vocabulary
- Show confident use of Standard English in formal situations
- Have an interest in words and their meanings
- Extend their vocabulary through reading a range of texts and through the use of thesauri to support their writing
- Take an active part in discussions, commenting on others' ideas and asking relevant questions
- Learn to talk, learn through talk and learn about talk, in a supportive environment.

In all subject areas we will teach students to use language precisely and coherently. They should be able to listen to others, and to respond and build on their ideas and views constructively.

During Period R, KS4 engage in relevant and thought-provoking debates to encourage critical thinking and debating skills. Students are expected to consider different perspectives and form an opinion. During this time, they are asked to work to persuade their peers to agree with them on the chosen topics.

All teachers will develop consistent common strategies to teach students how to participate orally in groups and in the whole class, including: using talk to develop and clarify ideas; identifying the main points to arise from a discussion; listening for a specific purpose; discussion and evaluation. It is expected that all teachers model appropriate speech for the

students and to ensure that students' errors in pronunciation or vocabulary are addressed in a supportive and constructive way. During lessons, teachers are expected to encourage students to project clearly when speaking to their peers and should also discourage students from an overreliance on 'fillers' when speaking to peers.

Oracy Framework

At Woodlands oracy education follows a conceptual framework that can be implemented in a range of subjects at KS3 and KS4: learning about talk, learning to talk, and learning through talk.

Learning about talk, listening and communication allows our students to build their knowledge and understanding of spoken language and communication in its many contexts. Allowing our students to learn to identify appropriate situational language and be able to confidently manoeuvre between different forms of formal and informal language.

Learning to talk, listen and communicate allows for the development of our student's speaking, listening and communication skills. Creating resilient speakers, respectful listeners and responsible communicators.

Learning through talk, listening and communication allows our students to use talk and speech to foster and deepen their learning and understanding. It allows are students to gain analytical skills, evaluative and debating skills needed to succeed in later life.

Reading

Across Woodlands students are encouraged to:

- Become successful readers and read with confidence, fluency and understanding
- Engage in regular reading through the DEAR programme in Period R and English lessons at KS3
- Use a range of strategies to help understand the meaning of texts
- Understand and use a variety of fiction and non-fiction texts
- Be interested in books, read with enjoyment and evaluate and justify their preferences
- Develop their skills of researching and using information gained from relevant texts

We aim to give students a level of literacy that will enable them to cope with the increasing demands of subjects in terms of specific skills, knowledge and understanding. This applies particularly in the area of reading as texts become more demanding.

All subject areas will teach students strategies to help them to: read with greater understanding, locate and use information, follow a process or argument, summarise, synthesise and adapt what they learn from their reading.

Accelerated Reader (AR) and literacy lessons will be implemented throughout KS3. AR will be used to promote and celebrate reading until July 2026. Following this date, a scheme of Reading Spines and Challenges will be developed to promote and celebrate reading for pleasure amongst all. Reading ages will still be tested, using the Bedrock Reading Age Test as of September 2026.

Woodlands has a DEAR programme which is followed by all KS3 students and staff. We read in Period R and English lessons for 20 minutes on designated days. Year 7 and 8 pupils also read every day for 20 minutes on a rolling basis. At KS3, staff read with students in order to help promote confidence in reading to others and to enable staff to question students to develop their acquisition of new vocabulary. Through the analysis of reading age data, we identify key students for staff to read with; these students should be positively encouraged to read to staff in order to improve their reading age level. Whole class DEAR takes place fortnightly, with a non-fiction text provided to all KS3 teachers to read as a class, along with key vocabulary to teach. At the end of the whole class DEAR session, all classes take part in a discussion about the material and record their thoughts centrally.

All students are also invited to take part in the '20 Books to Read Before You Leave' challenge. This challenge has been curated by staff and students to include a range of fiction and non-fiction texts. This challenge includes literary classics, modern classics and contemporary texts, aimed at developing students' cultural capital and love of reading. This challenge is rewarded using the book vending machine when 5, 10, 15 and 20 books have been read.

Additional reading support is provided to students with a reading age significantly below chronological age. This can take the form of:

- Reading to a teaching assistant 1:1 during DEAR or tutor time
- Reading to an outside agency volunteer (Rotary Club/Saints Foundation)
- Bedrock Vocabulary (reading age significantly below chronological)
- Small group 'Develop Brilliant Reading' intervention to develop comprehension skills
- The Southampton University Reading Buddies Partnership

As of October 2025, Woodlands was awarded the Southampton Reading Charter Bronze Award. This shows our dedication to promoting reading for pleasure to all and our commitment to building a reading community in Southampton.

Writing

Across Woodlands students are encouraged to:

- Write with confidence, fluency and understanding.
- Have fluent, accurate and legible handwriting
- Plan, draft and edit their own writing before submitting, using an appropriate success criteria
- Develop ideas in order to produce extended writing
- Use teacher feedback to redraft and improve their work

It is important that we provide for co-ordination across subjects to recognise and reinforce pupils' language skills, through:

- Making connections between students' reading and writing, so that pupils have clear models for their writing;
- Using the modelling process and worked examples to make explicit to students *how* to write appropriately
- Being clear about audience and purpose through the use of precisely chosen vocabulary
- Providing opportunities for a range of writing including sustained writing
- Providing opportunities to redraft and improve written work

Vocabulary

Alongside the development of vocabulary through reading, all subjects at Woodlands are expected to explicitly teach relevant tier 2 and 3 vocabulary to students. It is expected that during the 'Do Now' starter activity, key vocabulary related to the lesson is displayed to the students and is discussed with the students when the lesson commences. Furthermore, the tier 2 and 3 vocabulary essential to each scheme of work should be displayed on the supporting knowledge organiser and explicitly taught as part of the programme of study.

We also operate Bedrock vocabulary intervention. All Year 7 and 8 pupils access Bedrock Vocabulary in their English lessons and as English homework. The programme provides working level specific vocabulary activities to support students' acquisition of new vocabulary. Additionally, Key Skills Pupils in all year groups and pupils in years 7-9 who have a reading age significantly below their chronological age are identified for a programme of Bedrock Intervention during Period R.

Key Skills

Pupils who receive Key Skills implementation in KS3 and timetabled support in KS4, will study a range of Literacy based skills aimed at equipping them to access the curriculum and their upcoming exams. This will be done through specific Literacy activities chosen by Key Skills teachers to meet the needs and knowledge gaps of their pupils, and Bedrock Learning's Vocabulary and Grammar programmes.

Spelling and punctuation

No more than 5 spelling errors should be identified per marked piece of work and pupils are expected to correct these errors. Pupils are also expected to correct errors in punctuation. In cases where the department marking policy follows a 'whole class feedback' model, it is still expected that the teacher identifies literacy errors in individual students' books.

When undertaking formative marking teachers should use the agreed school marking codes:

- A red circle – spelling error This code should be used when words have been misspelt- including misuse of homophones.
- // - Paragraph. This code should be used when students have incorrectly started a new paragraph or when students have failed to start a new paragraph when one is needed.
- P - Punctuation. This code should be used when punctuation has not be used, or when punctuation has been used incorrectly.
- C – Capital Letter. This code should be used when capital letters have been used inappropriately, or when one is absent and should have been used.
- Underlined in red – Vocabulary- This code should be used when students have used an inappropriate word choice. This includes abbreviations, Americanisms and slang.

To support this each department will:

- Ensure that all students have a copy of the agreed school marking codes displayed clearly
- Ensure they identify and display key subject vocabulary on the relevant knowledge organiser which will be the focus for marking and spelling
- Concentrate on the marking of high-frequency, focus and key subject words
- Provide opportunities for students to correct literacy errors and to redraft and improve their work

Fundamental to our successful development of literacy across the curriculum is the development of pupils' self-regulatory skills. It is expected that prior to the completion of key, marked pieces of work (as outlined within departmental schemes of work), pupils use green pen to self-assess their work against the relevant success criteria and the school literacy codes.

All department literacy pledges have been written (appendix A) and provide an overview of how departments teach the core skills of reading, writing and spoken language.

Cultural Literacy

One of the most common barriers to learning for pupils - in particular those pupils from disadvantaged backgrounds - is the lack of cultural capital required to be able to fully access, engage with and relate to subject content and materials. This is partly addressed through the Period R 'Idiom of the Week' activities. Along with this, it is the responsibility of departments to ensure that opportunities to develop pupils' cultural capital are built into programmes of study, including the opportunity for out of classroom experiences and opportunities to host subject experts as guest speakers. In addition, it is the responsibility of the subject leader to ensure that schemes of work seek to ensure that pupils are provided with the necessary background knowledge required in order to be able to access all content and materials required for success within the subject.

Appendix A

Art

Reading:

- Students are to be given time and opportunity to read information and instructions.
- Teacher will also read out writing/information on slides to support students with a low reading age and to avoid misconceptions.
- Tear 2 words (possibly used in lesson) will be displayed on the 'do now' and on 'Knowledge Organisers'. Teacher will check understanding of these words as part of the review of the 'do now' task.
- Students are able to use a dictionary to find the meaning of words unknown encountered when reading – especially during 'Dear'. Students are encouraged to share new words and meanings at the end of 'Dear'.
- DEAR is always to be completed as a priority within the first 20 minutes of the lesson.

Writing:

- Tier 2 words to be used within the lesson are to be viewed in the 'do now'.
- Tier 2 words identified from the 'do now' which are used in the lesson are to be explained to the class after the do now and prior to teaching.
- Students will be expected to use subject specific terminology within their writing. Tier 3 words that are subject specific will be displayed on slides and on writing frames.
- Errors in spelling, grammar, and punctuation is indicated in line with the school marking policy.
- Use of writing frames to be used to support SEND students as per need.
- Students are required to proof read any written work for errors prior to handing work in.

Verbal Communication:

- Where appropriate, students are to be given time to discuss their answers with partners before sharing with the class.
- Students are to be encouraged/given time to articulate opinions about artists' work as well as their own using a good visual vocabulary.
- Students are expected to speak respectfully to others.
- Students are expected to speak in a formal manner in lessons – clearly, in full sentences, using the correct terminology, pronunciation, and verbal grammar.
- Teachers are expected to model a good use of language and diction when speaking to students.
- Errors in pronunciation and verbal grammar to be corrected when heard by the teacher.
- The key terminology is to be used correctly and pronounced correctly in conversations between teachers, pupils and amongst pupils. When not, the teacher is expected to correct this understanding.

Computing and DET

The policy is broken into 3 sections, Reading, Writing, and verbal communication.

Reading:

- Students are to be given time and opportunity to read information and instructions given in student's media
- Where sections of reading are expected to be read by the class, students are to read through this independently first before going through as a class. Where possible, depending on class's SEND needs, students are to be selected to read to the class rather than the teacher.
- Tier 2 words which are non-common place used within the lesson, are to be recorded within the do now. Students are to record the words unknown, figure out its meaning, and record this as part of the do now.
- Students are to use a dictionary or computer to find the meaning of words unknown encountered when reading.
- All reading material set to be appropriate to the reading age of the class.
- All tasks issued are to have written instructions iterating the task set.
- DEAR to be completed as a priority within the first 20 minutes of the lesson, when its timetable falls on the computing lesson.

Writing

- Tier 2 words used within the lesson are to be shown in the do now, with students required to record new word and their meaning of new terminology on the do now.
- Tier 2 words identified from the do now which are used in the lesson is to be explained to the class after the do now and prior to teaching.
- Students will be expected to use subject specific terminology within their writing. This will be expected and explained within the task set and errors in terminology to be address in marking
- Errors in spelling, grammar, and punctuation is indicated in line with the school marking policy.
- Students are expected to reply to all questions in full sentences
- Students are expected to justify all answers and comments made. Students to use the … because… framework or PEE.
- Use of writing frames to be used to support SEND students as per need.
- Students are expected to address any errors in spelling and grammar themselves prior to the use of spell check. The use of spell check and grammar check is expected to be used after self checking, if available as an aspect of the software used.
- Students are required to proof read any written work for errors prior to handing work in

Verbal Communication.

- Where appropriate, students are to be encouraged to discuss their understanding with peers
- Where appropriate, students are to be given time to discuss their answers with partners before sharing with the class/recording
- Students are expected to speak respectfully to others
- When addressing the teacher, students are expected to speak clearly in full sentences, using the correct terminology, pronunciation, and verbal grammar. Teachers are

expected to correct (and when appropriate) then give students the opportunity to repeat the sentence correctly, when not met by the students.

- Errors in pronunciation and verbal grammar to be corrected when heard by the teacher
- The key terminology is to be used correctly and pronounced correctly in conversations between teachers, pupils and amongst pupils. When not, the teacher is expected to correct this understanding.

Dance

Reading	● Tier 2 and 3 words displayed every lesson on whiteboard and discussed as part of the lesson content ● Subject specific vocabulary list in workbooks ● Green pen peer assessment focusses on reading others work and identifying areas for improvement ● Subject specific vocabulary and skills are displayed on boards around the room and all students encouraged to read and refer to these as part of recall during the lesson ● Where response to lyrics is an assessment focus these lyrics are provided in the workbook for students to read and annotate meaning where necessary and support class discussions
Writing	● Written work happens every lesson as part of the DO NOW activity ● Students have workbooks with knowledge organisers and other relevant materials to support written work ● In KS3 extended writing happens at the end of every assessment period with a gradually reduction in scaffolding over the 9 assessment points ● At KS3 Students are provided with supportive writing frames for evaluative work at a range of levels ● The department use a PEE structure for evaluative responses ● In KS4 Component 1 primarily assesses written communication and students take part in scaffolded written tasks to support their written portfolio work ● For KS4 the google classroom contains model examples of a range of levels of written work to support their own work
Verbal Communication	● Students share their DO NOW answers verbally at the start of every lesson ● Students often take part in think, pair share , talking chips or other talk strategies in order to structure the verbal sharing of ideas in pair or group work ● Every lesson requires students to communicate verbally with each other and active speaking and listening skills are taught as part of each SOW ● Students take part in some form of verbal peer assessment at the closing stages of most lessons and this is modelled by the teacher as required

Drama

Reading
● The department follows the whole school DEAR scheme. ● Written materials and PowerPoints are provided for all lessons, outlining lesson objectives and tasks. ● Students are provided with knowledge organisers for information and retrieval purposes. ● Displays around the drama studio provide key knowledge and subject specific vocabulary, which is refereed to regularly in lessons. ● A wide range of scripts and performance materials are provided for students of all abilities. ● Students are encouraged to read aloud for performance, group work and the purpose of learning lines. ● KS4 students have access to a range of reading materials for the BTEC exam, which are uploaded to the Google Shared Drive.
Writing
● KS3 students all write self and peer evaluations of their performances each term, and set themselves targets in line with the responding assessment criteria. ● KS4 students have access to ICT in order to complete their written coursework. They may also hand write their work if they choose.
Oral Communication
● Do Now tasks are discussed verbally. ● All tasks and lesson content requires discussion. ● Students are required to provide verbal feedback to their peers, during rehearsals and after performances. ● A range of discussions strategies such as; 'think, pair, share' and directed questioning are used to develop student's communication and evaluation skills. ● Lessons and drama workshops are taught to specifically develop students' oral skills for performance. ● Students are readily encouraged and corrected to use appropriate subject terminology and vocabulary, during discussions and feedback.

English

Reading: The ability to read, understand, and appreciate texts from a range of purposes, forms, and contexts; to effectively analyse, compare, and evaluate fiction and non-fiction texts; and to communicate this understanding in writing.

Writing: The ability to produce sustained pieces of crafted writing for a range of purposes, forms, and audiences; and to apply knowledge of interesting vocabulary and rhetorical devices for impact on their audience

Literacy: The ability to accurately use Standard English, grammar, and punctuation in all forms of writing, aptly selecting vocabulary which aids meaning, and proof-reading written work to check for errors.

Spoken English: The ability to confidently use Standard English in spoken communication in a range of formal and informal scenarios, applying knowledge of rhetorical devices and prosodic features to enhance communication

Geography

In Geography we strive to have high expectations when it comes to literacy. The expectation is that all teachers are teachers of Geography and Literacy. We model the expectations of speech when communicating with our classes. We also have a whole scheme of work for KS3 in Autumn 3 that has a focus on reading and comprehension. Every lesson in that SOW students complete a guided reading task and then answer questions on what they have read. This then matches up to the reading sections on our unseen part of the GCSE paper. Furthermore, the Geography redraft lessons will start with addressing misconceptions in literacy such as grammar and spelling to help students make progress upon mistakes they have made.

At GCSE, there is a strong focus on literacy when we look at command words and structures of exam answers. We also at times will focus on our 9 mark questions that have added SPAG marks and model to students the high levels of literacy they need to get full marks.

Students also have regular spelling and definition tests in Geography to check the understanding of these key terms. These tests are done once every few lessons. Additionally, we set 1 minimum spelling tests a half term as part of the homework we set students across the school.

In Geography we also have a strong focus on tier 2/3 words which are seen on our Do Now slides. We go over these words consistently in the lesson and recap them where we can.

Our homework policy ties in with our expectations of literacy in Geography, as we use the school literacy codes as well as using our mark sheets that level SPAG for students. By having these feedback students can see what they need to improve on when it comes to SPAG.

History

Historical knowledge is primarily organised and communicated through language. Therefore, it is imperative that all teachers within the department use consistent approaches in order to develop and promote students' literacy.

Reading:

Reading is at the heart of History. Within History lessons regular reading takes place. Reading in History is often challenging, particularly when analysing sources from the past. This is because they often include vocabulary which is not commonly used today. Some historical words also have differing meanings today compared to when they were written. As well as this, students are exposed to historians' interpretations of the past. As these are academic, they often contain words which students do not have prior knowledge of. In order to ensure students can access these challenging sources and texts, teachers in History ensure that keywords are identified and explicitly taught prior to reading. Teachers also ensure that they guide students when reading, regularly reading aloud to the class and asking students to follow as they read. Tier 2 and Tier 3 vocabulary is identified within every lesson and explicitly taught.

Writing:

Writing skills are fundamental within History. By the end of Year 11 students must be able to write lengthy essays in quite restricted timeframes. In order to ensure students can do this, students' writing abilities are progressively built upon from the beginning of Year 7. This means that the writing demands we place on students gradually build, ensuring that we first begin by asking students to write one paragraph as their first written assessment, checking that they can follow basic grammatical rules such as using capital letters and full stops. Model answers are used when completing written tasks to first show students what exemplary written work looks like. As well as this, teachers live model written work with their classes. When marking written work, all teachers use the whole-school literacy codes. Within feedback lessons students are given time to correct common literacy errors, and teachers are confident in addressing these.

Speaking:

Discussion and debate are central to History. We encourage discussion around key historical enquiry questions within lessons. We structure this to ensure that all students are involved, for example by using strategies such as Think, Pair, Share. We also have History Talk Cards which students use in lessons to question each other. When understanding the meanings of keywords, a rally robin approach is frequently used to ensure students can pronounce the words as well as understand them. Teachers challenge students to articulate their ideas in formal English.

Maths

Reading:

In Maths, pupils are expected to read questions in a variety of formats and interpret what the question is asking of them. Questions may be of a short form requiring pupils to interpret one or two key command words or may be longer, requiring pupils to understand the context of the question and then to extract the relevant information.

Pupils are taught how to approach these questions, highlighting the key words, phrases and information. Pupils are regularly tested on their understanding of key words through Do Now activities, class questioning and homeworks.

When a child's reading age is below what is expected, staff support the reading of questions in class and in assessments.

Writing:

Teachers use exemplar worked examples to model the correct way to set out mathematical workings. Pupils copy these worked examples into their books in order to give them a framework to follow when completing their work.

Pupils are expected to give written conclusions and explanations using correct mathematical terminology when answering questions.

Pupils are regularly expected to give written definitions of Tier 2 vocabulary as part of their Do Now activities.

Verbal Communication:

Pupils are encouraged to use correct mathematical terminology and will be corrected when they do not. Pupils are regularly asked to explain their answers including detailing the processes which led to these answers in a concise and logical manner.

Pupils are encouraged to articulate their reasoning when they disagree with an answer that has been given and when they are identifying examples and non-examples.

Pupils have the opportunity to work in pairs and small groups where they will discuss mathematical problems and may be expected to present their findings to the class.

MFL

Literacy is at the core of every MFL lesson. Without a good level of literacy, students will face constant barriers to learning. Without making any assumptions of prior knowledge and appreciating the various feeder schools children come from, the MFL curriculum is scaffolded around promoting sound literacy in both English and the target language. Our literacy policy recognises completely that students need to have a firm understanding of literacy terms in order to access MFL course content. Our curriculum is broken down into domains of knowledge and key concepts. All key concepts relate directly to literacy terms we expect students to know. Literacy expectations are highlighted throughout the broken down knowledge for each unit.

Reading

Reading comprehension is a focus in every MFL lesson. It is a central, assessed skill that teachers scaffold throughout comprehension tasks. Teachers demonstrate an understanding of student barriers to reading comprehension. For example, tier 2 words are identified, explained and contextualised before we expect students to use complex terms in a foreign language. Additionally, to first assess student comprehension of terminology in English, we use a variety of comprehension exercises. In MFL lessons we do not make any assumptions around student prior knowledge of the complex issues our subject explores such as environmental problems, social concerns and the impact of social media. Teachers ensure students have a solid understanding of each concept before discussing it in the target language.

Writing

In order to promote robust writing in MFL we use a concrete marking policy and promote good literacy through model texts and sentence builders. Punctuation from the target language is taught in parallel to English punctuation, drawing on similarities and highlighting differences. Writing is an assessed skill that is taught from year 7. We promote accurate writing through routine spelling tests and reflection time dedicated to spelling. In MFL lessons we do not make any assumptions around student prior knowledge of 'routine' grammar terms or English grammatical patterns. To this end, we teach these to ensure students have a secure foundation for understanding subsequent grammar terms and the appropriate literacy level to access the full course. From year 7 we drill questions around basic sentence structures and terms and encourage students to reflect on their writing through *Dedicated Improvement and Revision Time [DIRT]*.

Verbal Communication

Throughout MFL lessons verbal communication is expected and positively encouraged. Teachers consistently model the use of accurate terminology when referring to literacy: it is the expectation that students mirror this. Students are challenged around any colloquial language used in the classroom as this will often lead to misconceptions in the target language. Speaking is an assessed skill that we habitually practice in order to encourage student confidence when communicating verbally. To promote accurate verbal communication we provide feedback to students and employ a variety of speaking activities specifically designed to improve fluency and authentic interactions. In MFL lessons we do not make any assumptions around student's prior experiences with verbal communication.

Music

Reading:

- The department is fully compliant with the school DEAR scheme.
- Written materials outlining lesson objectives and tasks are provided.
- Score reading forms a large part of the year 8 curriculum.
- Pupils have knowledge organisers to retrieve factual information from.
- Pupils with lower literacy are supported by department staff during exams and listening tests.
- Carefully chosen posters detail key vocabulary
- All topic vocabulary is listed in work booklets for reference
- Pupils are encouraged to read out loud if relevant
- KS4 have reading materials for their exam content posted on Google Classroom

Writing:

- At KS4 pupils are provided with ICT access to complete written work
- KS4 pupils are also offered the choice to hand write coursework as desired
- Listening tests at KS3 all include a question that requires connectives and justification.
- Pupils have the opportunity to write a self and peer assessment at mid-point and final reviews.
- KS3 pupils also set a written target for themselves at each assessment point (where key vocabulary is required).
- **Most work in music is practical for obvious reasons and this should be noted.**

Oracy:

- Pupils are actively encouraged to verbally critique each other's work at assessment points.
- Discussion strategies such as “think, pair, share” are used where appropriate during lead content
- KS4 pupils have the option to submit parts of assignments as audio blogs instead of writing
- All lead content requires discussion
- Staff use graduated questioning to draw a broad cross section of abilities into discussions
- Students discuss their work with staff at their workstations
- Pupils are encouraged to comment on their own work at assessment points

PE

Reading	● Students are exposed to authentic sector specific texts that match the contexts of teaching. In BTEC lessons, these are linked to the workplace scenarios highlighted in the assignment briefs. ● When students are researching themes independently, they are supported with appropriate levels of scaffolding to focus their reading on the key information required. ● Peer and self-marking enables students to practise their close reading skills, in identifying and commenting on strengths and areas for development.
Writing	● In theory lessons, students practise writing for a range of purposes, including explanations, comparisons, analyses, evaluations and justifications. ● Teachers model the key features of the styles to support students in producing independent work that communicates effectively. ● Students practise using diagrams, tables and images to support their writing, and to form a key part of explanatory texts. ● Students are provided with appropriate scaffolding to support their writing, within the boundaries of the BTEC specification at KS4.
Vocabulary Development	● All schemes of learning have identified essential Tier 2 and Tier 3 vocabulary, which are explicitly taught, modelled and practised throughout the unit of work. ● Tier 2 and Tier 3 vocabulary is highlighted and pre-taught at the start of theory lessons to ensure student understanding. ● During practical lessons vocabulary is modelled explicitly in context. ● Where concepts are revisited in new contexts or at a later stage in the scheme of learning, teachers revisit the essential vocabulary previously taught, to ensure that it is embedded and securely understood. ● Teachers have high expectations of students' use of Tier 2 and Tier 3 vocabulary both in theory and practical lessons.
Verbal Communication	● Teachers model high standards of verbal communication at all times. ● Practical lessons contain regular opportunities for all students to participate verbally. Strategies such as think, pair, share will be used to support students in organising their thoughts ready to communicate them. ● Every lesson requires students to communicate effectively with a partner or a team. Teachers support through individual or whole group modelling of expectations. ● Students are introduced to a variety of language structures to support effective coaching conversations, these will be rehearsed and practised in class. ● Students are encouraged to develop their confidence and presence through leading and coaching others in small or medium sized groups with varying degrees of adult support. ● Students are supported to develop appropriate communication skills under pressure, or when they disagree with others.

PSHE

Reading	In PSHE students work through a booklet and are encouraged to read the Do Now slide independently at the start of every lesson. Instructions for all written tasks will be read from the PowerPoint and the students booklet. When reading lengthy passages as a class individuals are encouraged to read out loud so the class can read together and finish at the same time. DEAR is completed within the first 20 minutes if it falls on a timetabled PSHE lesson. Students will read their own books in silence and the teacher also listen to individuals read out loud.
Writing	PSHE booklets are pre-made to encourage neat presentation when writing. Written tasks including the Do Now and Woodlands School Values are written at the start of every lesson as a minimum expectation. Tier 2 vocabulary is on every Do Now slide and also on the knowledge organisers at the start of students PSHE booklets to encourage them to check the spellings when writing these words. Students are expected to check their spelling, grammar and punctuation. They are encouraged to use the knowledge organisers, dictionary's or ask the correct spelling of a word if they do not know.
Verbal communication	Class discussion and debate is modelled and facilitated by class teacher. Students are actively encouraged to discuss topics, issues, feelings and concerns within the safe space of a PSHE lesson. Students are expected to speak respectfully to others. If poor use of language, slang or inappropriate terms are heard it will be picked up on and corrected by the teacher.

Science

In the science department we recognise the importance of literacy across our curriculum and therefore do not just see ourselves as science teachers but teachers of literacy also. Scientists use literacy on a daily basis and it would be impossible to learn, discover and share ideas and inventions without its use.

A key priority this year is to improve cohort outcome by increasing the number of students sitting the higher paper but for this to be successful we must raise the literacy level of our students so they have the ability to access the questions on the paper so they can fully demonstrate the extent of their scientific knowledge.

Reading

Every week B we give our students a scientific article to read. For key stage 3 students, they are given a biography of a scientist. For key stage 4 students, they are given a recent scientific article often sourced from New Scientist. The article is read as a class with the teacher and students taking turns in reading out loud. This is followed up by comprehension questions and questions focused around tier 2 words from the article.

The rationale for this is:

- Reading together enable students to hear new word pronunciation.
- Teacher can assess individual reading abilities from listening them to read aloud and then target students.
- Improves student confidence in reading.
- The teacher can make immediate response/correction and adapt to emerging student needs highlighted from the activity.
- Develop student's cultural capitol in science (new developments/technologies and wider appreciation of the people who have made significant contributions to science throughout history).
- Making links to key concepts in different contexts to help develop mental models and develop flexible knowledge.
- Focus on tier 2 words.
- Increase student exposure to scientific writing.

A part of the standard science lesson structure used consistently across the department is to highlight tier 3 words in red on our 'learning journey' slide. Students are required to write these keywords into their science book and the teacher will question the students as to what these words mean and together will write a definition. This helps to expand their scientific vocabulary, allows the teacher to assess what students already know and makes sure that all students will be able to access the lesson content fully. Tier 2 words being used in the lesson are also identified on the slide (this time in blue) and the meaning of these words will be reviewed.

Writing

Students are trained into writing scientific reports and learn how to structure them to meet scientific expectations. A scientific report has the following structure;

- Hypothesis and prediction
- Plan
- Risk Assessment

- Results
- Graph and data analysis
- Conclusion
- Evaluation

At the early stage of teaching, a high level of guidance is given using writing frames but the scaffolding is gradually removed throughout the course to enable students to be able to write reports independently by the end of year 11. During both key stages, students develop a detailed understanding of the terminology of the report, and what is expected in each section.

The nature of scientific writing is concise and factual and students are encouraged to use this tone in all written tasks. The teacher will often use modelling to demonstrate best practice.

As part of the expectations of teacher marking, spelling mistakes and mistakes in grammar will be identified using the coding in the marking policy. When students respond to teacher marking, they will be required to correctly spell and define the keywords that were frequently incorrectly spelt by the class and to correct any other mistakes in grammar that have been identified.

Verbal communication

Clear verbal communication is a key skill for the modern scientist. Verbal communication is developed by the following strategies in class;

- Paired talk
- Group discussion
- Verbally describing observations
- Verbally explaining ideas and explanations
- Debate

RPE and Sociology

Reading:

Key texts are necessary for the understanding of all key units in RPE and Sociology. Within RPE and Sociology lessons regular reading takes place. There is a substantial focus around reading key texts and new information, including religious teachings and an emphasis on learning new vocabulary. The use of tier 2 and 3 vocabulary is explicitly taught and used within reading of texts, which allows our students to be able to apply new readings into context.

Writing:

Writing skills are fundamental within RPE and Sociology. By the end of Year 11 students must be able to write fairly lengthy essays in quite restricted timeframes. This includes looking at different viewpoints within RPE and Sociology and critically evaluating perspectives, studies or research methods. Spelling, grammar and punctuation is awarded 3 marks in each GCSE RS paper and is still a focus for Core lessons. SPaG is therefore marked every half-term with feedback.

Speaking:

Discussion and debate are central to RPE and Sociology. We encourage discussion around key RPE and Sociological enquiry questions within lessons. We structure this to ensure that all students are involved, for example by using strategies such as Think, Pair, Share. We are also developing RPE and Sociology Talk Cards which students use in lessons to question each other. Teachers challenge students to articulate their ideas in formal English.