

Context

“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”

(DfE, 2014, The national curriculum in England: Key Stages 3 and 4 framework document, p.10)

Aims

At Lampton School, we strive to provide a broad and balanced approach to the teaching of English across the curriculum, with opportunities to consolidate and reinforce taught literacy skills. We believe that all teachers are teachers of literacy and literacy is everybody’s subject because improved literacy will help our students progress across all their subjects. We believe the mastery of the language underpins the understanding of core concepts which is a prerequisite in developing critical and higher order thinking. In Lampton’s context, it means “academic literacy”, which is one of the Lampton 7. Staff and students are committed to develop strong learning power (BLP) by being resourceful, reflective, resilient and supportive of each other.

Approaches by whole staff

Spelling, punctuation and grammar is a main focus for all members of staff and all pupils. Teachers will promote the use of Standard English in lessons and around school. Opportunities are provided to develop and extend the range of academic vocabulary across all years.

Teaching of literacy and oracy is made explicit across the Curriculum by making speaking, listening, reading and writing an integral part in all lessons. We adopt consistent approaches when discussing, modelling and assessing literacy.

READING

Students are expected to read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct. Teachers are to lead by examples, demonstrating a role model for students to follow.

Key Reading strategies for teaching include:

- skimming a text (to find the gist)
- scanning a text (to find specific information)
- close-reading
- analysis of a text
- independent research skills
- raising reading ages with the use of Accelerated Reading Programme
- reading for pleasure (teaching how to maintain and sustain interest).

Highly effective subject teachers help students to develop these skills by modelling them, giving them practice, and providing feedback.

WRITING

Students are able to distinguish a range of text types and genres and to write in a variety of styles and forms appropriate to the situation. Opportunities to be provided to develop the powers of imagination, inventiveness and critical awareness. Students are equipped with a suitable technical vocabulary to articulate their responses.

A range of writing strategies include:

Shared Writing

Guided Writing/Independent Writing

Extended writing
Regular spelling practice
Integral use of Academic Word List in lessons

SPEAKING AND LISTENING

Speaking, listening, group discussion and interaction permeate the whole curriculum. Interactive teaching strategies are used to engage all pupils in order to raise oracy, reading and writing standards. Students are encouraged to express themselves with clarity and in an appropriate register, and to have the communication skills they will need for later life modelled to them by their teachers.

Strategies:

Talk, model and assess
Using talk to develop and clarify ideas;
Identifying the main points to arise from a discussion;
Listening for a specific purpose;
Discussion and evaluation.
Explicit exploration and development of literal, inferential and evaluative questioning
Critical thinking skills through higher order questioning (CRAVQ posters)

ASSESSMENT AND TARGET SETTING

Work will be assessed in line with the Assessment Policy including the recent implementation of the communication strand at KS3. Standard of work is evaluated through sampling of students' work; lesson observation; student voice; scrutiny of development plans and schemes of work as well as classroom displays which inspire literacy development; data from Accelerated Reader Programme to be used to identify needs and set targets.

INCLUSION

We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. More able children will be identified and suitable learning challenges provided.

Our EAL pupils are fully integrated across subjects with staff working alongside the EAL subject leader to ensure that the student can access the curriculum. Tailored individual learning programmes to reach a sophistication level of literacy are provided with pupils with special educational needs. Bespoke reading and writing interventions are designed as determined by individual needs.

EQUAL OPPORTUNITIES

All children are provided with equal access to the school curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

ROLE OF SUBJECT LEADERS:

The Subject Leader should be responsible for improving the standards of teaching and learning in literacy through:

- Pupil progress, especially in relation to students' reading ages
- Provision of literacy (including Intervention and Support programmes including AR)
- The quality of the learning environment
- Use of support staff
- Auditing and supporting colleagues in their CPL
- Purchasing and organising resources
- Keeping up to date and taking the lead with recent literacy developments
- Exam style questions including key words to be taught explicitly at KS4 and KS5

PARENTAL INVOLVEMENT

Parents are able to support their children's homework through SHOWMYHOMEWORK and regular discussion of their children's progress through Parents Evening. Parents to encourage their children to read for at least 20 minutes every day.

