



Literacy at Kineton High School

Achieving personal best



Kineton High School Vision statement

The fundamentals of literacy are imperative to the achievement of a rich a fulfilling life. These skills are used every day to make sense of the world and to communicate. By ensuring all our students have functional literacy skills, we are setting them up for the best chance at success in life.

At Kineton High School we recognise that in order to improve literacy, we must be afforded the opportunity to practise. This will have a positive impact on our students' self-esteem, behaviour for learning, attainment and motivation.

Our literacy curriculum is designed to allow every student the chance to develop their vocabulary expression, oracy, comprehension and grammar. All of this will help to enhance and enrich the learning in all subjects and prepare our students for life beyond Kineton High School.

Literacy non-negotiables

1. Explicit vocabulary instruction
2. Oracy
3. Reading and comprehension
4. Literacy marking
5. Written response and scaffolding

What is literacy?

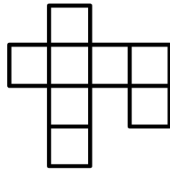
At its heart, literacy is defined as the ability of a person to read and write. However, it should also include the student's comprehension ability as well as their speaking and listening skills. Digital literacy and how students interact with multimedia should also be considered. These skills should be reinforced with subject specific areas and across the whole curriculum. The main areas as outlined by *The Department for Education* for literacy focus are:

- **Reading skills**
Students need to be able to understand a range of texts and understand how formats and styles can alter how meaning is communicated.
- **Writing skills**
Punctuation, grammar, spelling should be taught alongside styles of writing for different purpose. Text type should be well understood and how different text types can be crafted and why they are being written.
- **Speaking and Listening skills**
Oracy skills can help students to organise their ideas and allows them to pick out key information. To enhance these skills students require opportunity to use speaking and listening skills through tasks to help reinforce both skill sets.

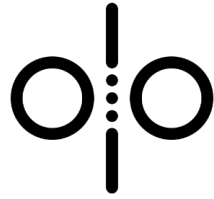
Strategies for vocab teaching



Key word homework



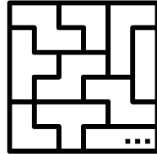
Key word games



Synonym usage



Choral repetition



Graphic organisers



Dual coding

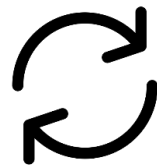
Strategies for oracy teaching



Socratic questioning



Pose, pause, pounce, bounce



Say it in reverse



Vocab lists



Say it again, but better



No pen days

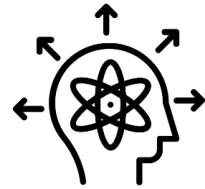
Strategies for reading and comprehension



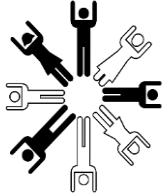
Vocab lists



Dictionary
access



Peer / self
assessment



Text diversity



Reading age of
text



Model expert
reading

4. Literacy marking codes

| In text | Margin code | Meaning |
|---------|-------------|-----------------------|
| // | NP | New paragraph |
| o | P | Missing punctuation |
| o | SP | Spelling |
| ^ | MW/ML | Missing word / letter |
| ~ | ? | Unclear |

Strategies for written response & scaffolding



Topic sentences



WHW, PEEL



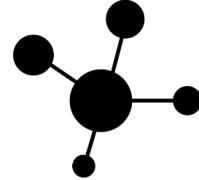
Pivot words and connectives



SPAG



Collaborative marking



Model answers
WAGOLL

The Literacy enrichment programme

- 20 minute structured literacy activity delivered bi-weekly in tutor time
- Pass Fast reading programme delivered 3-4 times a week for paired reading
- Star reading tests given 3 times a year to monitor reading age progress
- A school wide celebration of reading delivered during the week of world book day
- Bedrock (year 7 & Year 8 trial moving into 2022-23 academic year)
- Literacy support groups for KS3 and 4.
- Promotion of reading for pleasure across the curriculum
- English Functional skills for KS4