

Harrogate High School

Literacy Key Principles

Proficiency in literacy is the key to life chances. An expansive vocabulary hoard acts as an academic tool to close inequalities in our classrooms and societies. By utilising our 4 key drivers for literacy we can close vocabulary gaps and empower students to be courageous, aspirational learners with the ability to exercise self-control. This will enrich their academic talk, written work, reading comprehension and ability to succeed with confidence in modern Britain. Through our strategies, students will have a foundational knowledge of language to be able to put their learning first.



1. Oracy



Children who are given opportunities to build content, vocabulary and develop ideas through **structured talk** in every lesson, experience improved thinking, understanding, written communication, and outcomes.

- Staff model processes of acquiring rich, academic, purposeful talk
- Explicit teaching of oracy competence through sentence prompts and PEEL structures
- Students should answer questions in full sentences and engage in dialogue, with the teacher's support, to develop metacognition

2. Reading



Children should be reading for 20 minutes a day to see marked improvement in their literacy and improved cultural capital.

Our reading programme in form time is based around reading for pleasure and developing a positive culture for reading:

- EAST framework
- Reading role models
- Living libraries in form rooms
- 40-book challenge
- Regular interaction with the Literacy Trust

Through form time students will be offered the opportunity to read a variety of challenging texts.

Scanning for comprehension - model scanning a text and selecting passages to break down/unpick/discuss.

A whole school culture of reading is embedded through: staff 'currently reading' posters, reading across the curriculum, reading in form time.

Our whole-school reading curriculum states which books students will have read at each key stage.

Our Teaching Tools

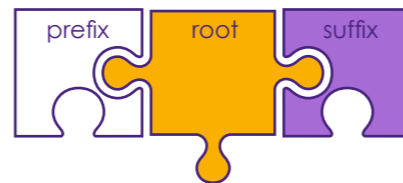
Developing Classroom Talk



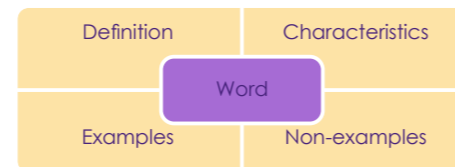
Scanning for Comprehension



Prefix, root, suffix



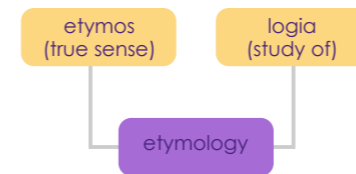
FRAYER Model Instruction



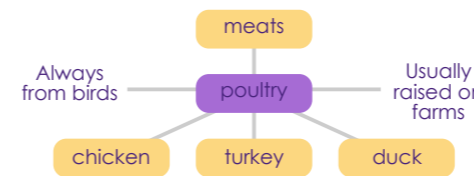
Extended Writing



Etymology Instruction



Word Maps and Concept Maps



SEEC - Select, Explain, Explore, Consolidate

SEEC

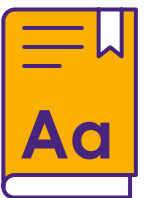
3. Extended Writing



The complexity of writing means that a heavy burden can be placed on students' **working memory**, and students can become easily overloaded. The 3 elements of writing (composition, transcription & executive function) result in a high cognitive demand on students. We can help our students by:

- Using pre-writing activities to build knowledge/recap ideas
- Through classroom talk (oracy), allow students to 'rehearse' and talk through what they want to write about
- Teaching students planning strategies
- Using sentence starters & structures (PEEL, etc.)
- Ensuring students understand the question fully
- Modelling planning & writing
- Supporting students to monitor & review their writing (drafting, editing, checklists, etc.)
- Embedding collaborative writing
- Practising spelling, handwriting/typing

4. Vocabulary



Children require a minimum hoard of 50000 words to thrive in school and beyond.

Explicit vocabulary instruction is a teaching technique that focuses learning on unveiling the history of words and demystifying how words work.

Students are better able to access reading that is integral to academic curricula, they gain a deeper understanding of core principles, improve quality and articulation in written and oral responses by having greater knowledge of subject-specific vocabulary and sophisticated academic vocabulary.

Deliberate teaching of vocabulary is beneficial to all pupils and closes the gap between disadvantaged pupils and their peers.

SEEC Model: **select** words in a text that are important for comprehension/are Tier 2 words/unlikely to be in students' word hoard. **Explain** - say, write, define, give examples, clarify, address misconceptions, etc. **Explore** - etymology, word part/roots, synonyms/antonyms, re-phrase, use images, etc. Get students involved! **Consolidate** - test, research, record, use in practice.

References

1. *Towards Dialogic Teaching* - Robin Alexander
2. *Bringing words to Life* - Isabel L. Beck, Margaret G. McKeown & Linda Kucan
3. *Closing the Vocabulary Gap* - Alex Quigley
4. *Back on Track* - Mary Myatt
5. *Closing the Reading Gap* - Alex Quigley
6. *The Secret of Literacy - making the implicit explicit* - David Didau
7. *The 40-Book Challenge* - Wellington Academy
8. *EEF: Improving Literacy in Secondary Schools*