

Oasis Academy Coulsdon

Literacy Policy

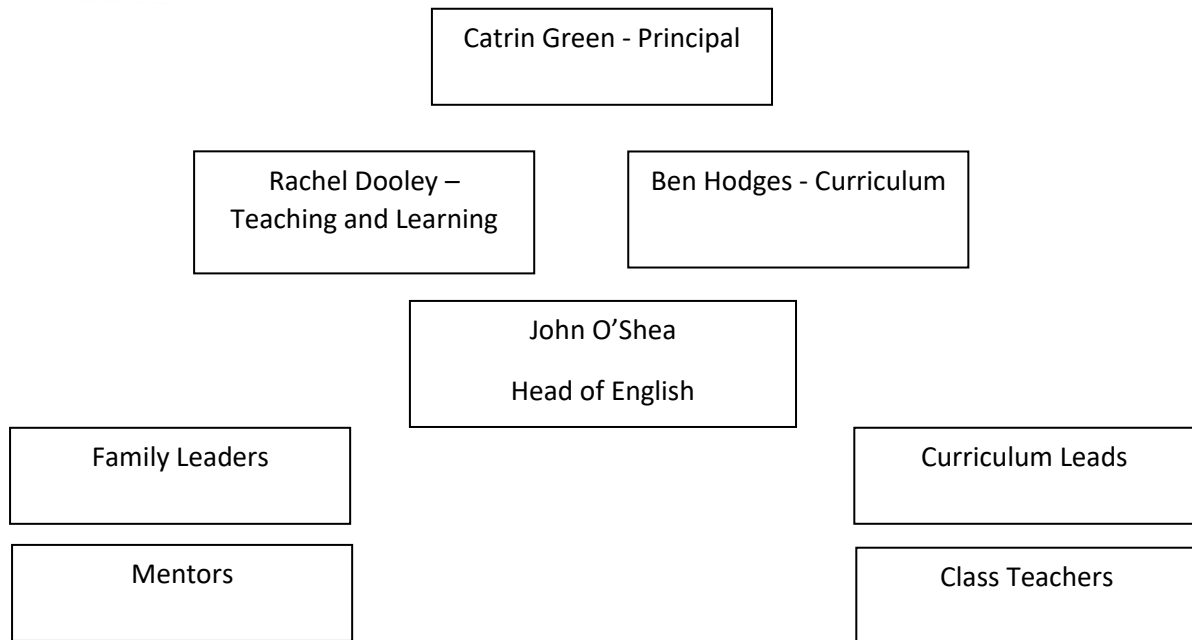
January 2023



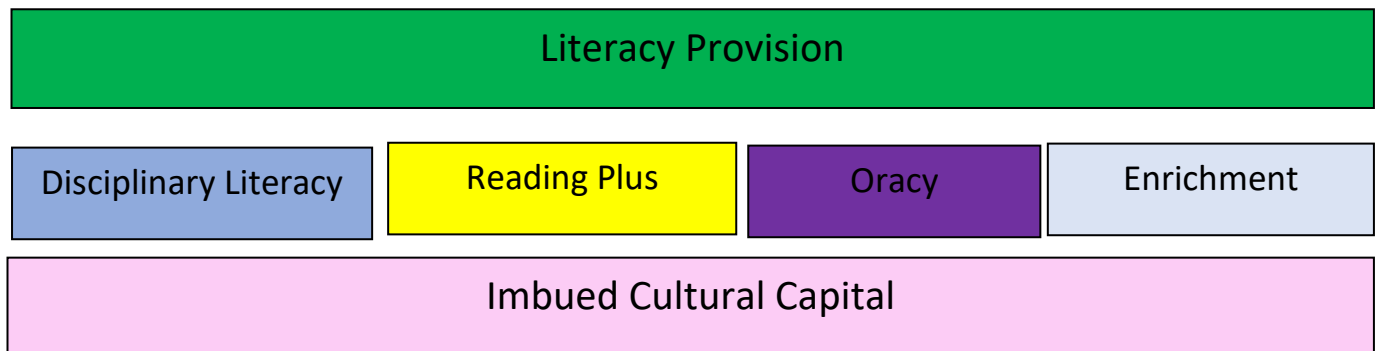
Oracy and Literacy provide a foundation for both character and competence as they contribute to the:

“...personal development of a young person and their ability to interact with, and present to, society.”

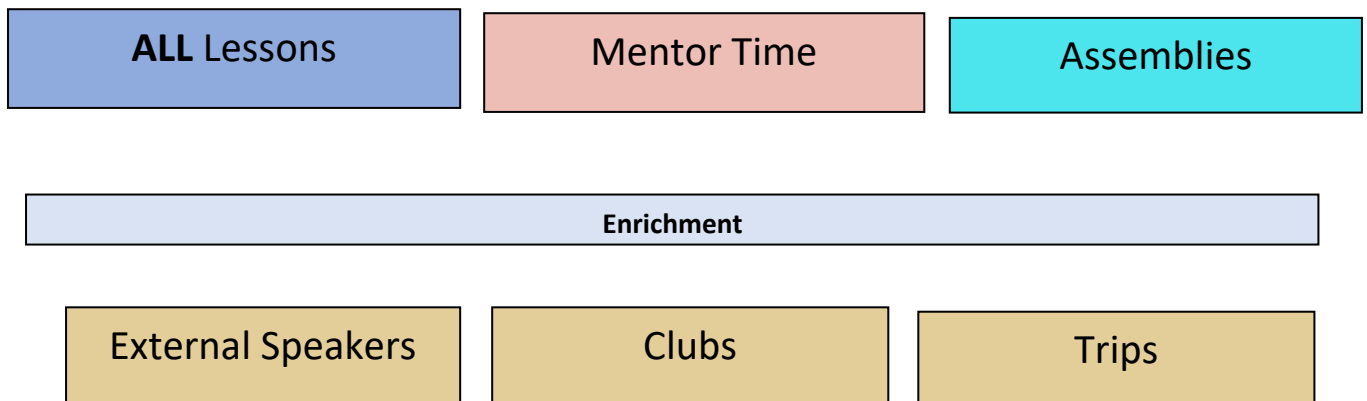
Key Stakeholders



Key Provision OAC Bespoke/Refined



Areas of Implementation/Delivery



OCL Statement of Intent

- Become fluent readers. Every student will have the skills to access a minimum of age-related reading materials by the time they leave their academy.
- Develop their academic writing and reading skills through the delivery of disciplinary literacy within each subject area.
- Learn to develop and adapt their spoken language to specific situations while celebrating their own heritage, accent and community.
- Benefit from their academy Reading Pledge which promises access to a range of appropriate and challenging longer texts including Shakespeare, 19th century literature and a wide range of modern and young adult reading for pleasure texts
- Have opportunities to celebrate literacy through extracurricular clubs, academy and trust wide competitions and other bespoke opportunities
- Develop strong cultural and current affairs knowledge through our Oasis core literacy offer.

OCL DRIVE up Literacy standards

Disciplinary Literacy	Reading Fluency	Intervention	Vocabulary	Exploration through literacy
<ul style="list-style-type: none"> • The approach to reading, writing and oracy across distinct subject areas. • This emphasises all teachers are teachers of literacy. • This focuses on the elements of literacy evident in all subjects and how subject leads and subject teachers can best be supported in their subject area to deliver this effectively. • The development of academic reading and writing within the classroom, as well as the development of oracy. 	<ul style="list-style-type: none"> • The school culture and ethos with regards to reading. • A core part of the One Plan, reading fluency focuses on the proficiency of students' reading ability as well as their engagement with reading for pleasure. • A strong focus is placed on reading aloud (by both teachers and students), discussion and engaging with both fiction and non-fiction texts. 	<ul style="list-style-type: none"> • Data informed interventions are selected through nationally approved intervention models. • These will include those focused on the development of phonics as well as those which support decoding and comprehension. • Each Academy will create a bespoke plan, according to need and utilise Trust support. 	<ul style="list-style-type: none"> • Direct instruction of vocabulary is a key part of all subject teaching. • Vocabulary lists for Tier 2 and 3 vocabulary are utilised in all subjects. 	<ul style="list-style-type: none"> • A shared reading list appropriate for all students is in place. This provides insight into the wider world around students whilst also ensuring that the texts chosen are engaging, age appropriate and promote equality, diversity and inclusion. • The Reading Pledge each Academy makes guarantees the types of literature all students will be exposed to during their time in education.



Oasis Academy Coulsdon's Literacy Offer

Our offer is derived from OCL's DRIVE Up initiative but is tailored specifically for the context of our students with our main thrust being our aim to become a talking school. Therefore, oracy is at the heart of what we do.

- . Oracy
- . Reading Plus
- . ePlatform
- . Vocab lists/Knowledge Organisers
- . Direct vocabulary instruction
- . Disciplinary literacy
- . Challenging texts read aloud
- . Wide-ranging enrichment
- . Paired Readers



We strongly believe that good oracy precedes good literacy and good speakers make good writers. Therefore, our in-lesson content is built around the opportunity for students to speak and discuss, especially before extended writing opportunities. We have, therefore, adapted a specific part of the OAC learning plan to facilitate the opportunity to speak before writing and the benefits of this are manifold. We also want to emphasise the need for appropriate register and tone and therefore encourage our students to follow the SHAPE acronym when speaking.

'We'

Scaffolded Practice

'Speak'

Predraft

'You'

OIP



S **Speak in full sentences**



H **Hands away from mouth**



A **Articulate, don't mumble**



P **Project**



E **Eye contact**

The benefits of this section of the lesson are:

- *Student centric*
- *Oracy precedes literacy*
- *Iron out misconceptions*
- *Heavily or loosely modelled*
- *Raises quality*
- *Facilitates deeper, more lasting learning*

Reading Plus

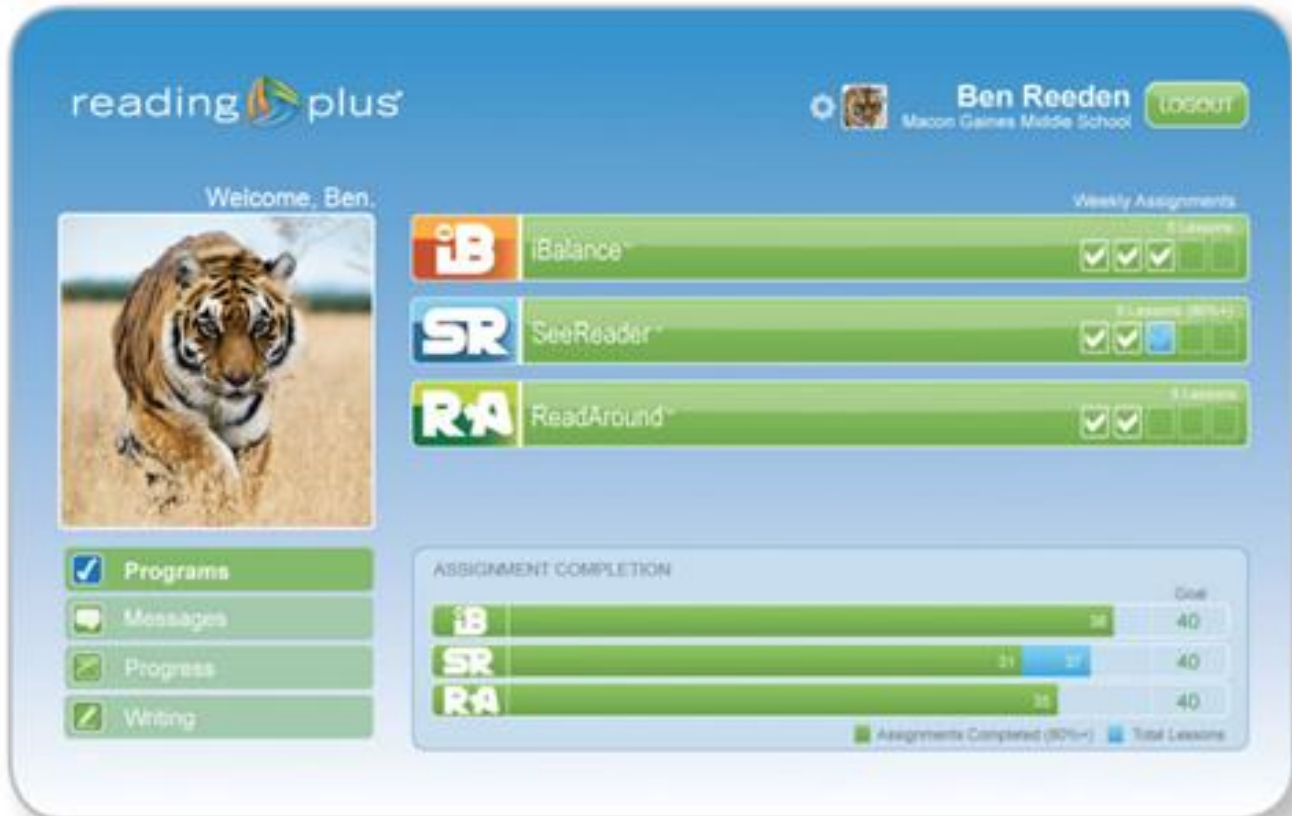
Reading Plus was launched in April 2022 as a tool of literacy improvement across KS3. Students will receive one dedicated hour of provision as week (via core lessons) and weekly mentor session use. Students and parents are also highly encouraged to use this as a self-directed homework aid. We know that, in terms of the often-discussed cultural capital, the ability to read fluently and decode succinctly is a major contributor to educational and professional success.

The literacy co-ordinator will conduct regular progress checks and celebrate success via parental contact and certificates given out in assembly. Conversely, lack of engagement will lead to check-ups via FLs, mentors, class teachers and parents.

Initial results are promising and therefore the emphasis must be on simple engagement as the process of using ensures impact.

Regular progress checks can also red-flag the need for more rigorous intervention or movement over to Lexia, a similar programme run by our Ozone.

Termly reading and writing tests will also be carried out to ensure comprehensive analysis of progress.



Disciplinary Literacy

Our end goal is for our students to master vocabulary and register to a level where they are able to “Talk like a X (biologist for example). We also promote words as the building blocks of meaning and therefore thought. Thus, correct vocabulary instruction will improve overall schema and function, regularly, as threshold knowledge is achieved.

Therefore, our approach is three-pronged:

1. **Challenging texts read aloud in correct register**
2. **Explicit teaching of vocabulary (both morphological and etymological) in lessons**
3. **Tier 2 and tier 3 vocabulary lists (whole school and department specific)**

Insistence on Formality

Dropping of prepositions:	I'm going shop vs I am going to the shop
The double negative:	I haven't done nothing
The double comparative:	It was more better , she was more stronger It was better, she was stronger
The double superlative:	He was the most strongest He was the strongest
Of/Have	Should/Would/Could of vs Should/Would/Could have
Them/Those	Them ones vs those ones
Was/Were	Complex, but commonly misused we was rather than we were
Writ	Very common. A writ is a legal document, something students will rarely, if ever, be talking about. Past tense of write is wrote .
Done/Did	<i>Did</i> can stand on its own whereas <i>done</i> needs another auxiliary verb like <i>has/have</i> . She done it/I done it vs She did it/I did it or she has done/I have done it .
Contractions	Best rule of thumb in speaking and writing is to never use contractions. I will not do it vs I won't do it .
Plus rather than And	Creeping into writing and speech.


Good oracy precedes good literacy.

Word	Definition	Synonyms	Word parts	Example of it being used
misanthropic	hatred of humans	antisocial, reclusive	mis – to hate anthropos – humans	The <u>misanthropic</u> man ignored his friends.
philanthropic	promoting others	charitable, magnanimous	phil – to love anthropos – humans	The <u>philanthropic</u> man gave money to charity.
benevolent	good, kind	benign, humane	bene – good volantem – to wish	The <u>benevolent</u> person was loved by everyone.
malevolent	wishing evil	malicious, hostile	mal – bad volantem – to wish	His <u>malevolent</u> thoughts, which haunted him.
abundance	a large quantity	plenty, cornucopia	abundant – overflowing, full	There is an <u>abundance</u> of good will at Christmas.
dogmatic	sticking to opinions	stubborn, inflexible	dogma – opinion, tenet	Because he was <u>dogmatic</u> , he refused to change his mind.
malleable	able to be changed	pliable, pliant, flexible	malleus – hammer mele – to crush, grind	Because he was <u>malleable</u> , he listened to others and then changed.
avarice	extreme greed for wealth	materialism, rapacity	avere – crave	His <u>avarice</u> meant that he was wealthy and selfish.
altruism	selfless concern for others	selflessness	alter – other	His <u>altruism</u> meant that he gave willingly to charity.


KS3 Cross-Curricular Versatile Vocabulary			
Sympathetic, caring	Compassionate	Callous	Unfeeling, heartless
Definite, proven, precise	Concrete	Abstract	Figurative, indefinite
Stubborn, unchangeable	Dogmatic	Malleable	Able to be changed, flexible
Constant, the same	Stable	Volatile	Unpredictable, uncertain
Every so often	Intermittent	Perpetual	Cyclical, repetitive, incessant
Surrender, give up	Concede	Refute	Argue against, counter
Good, pure	Virtuous	Reprehensible	Bad, evil, unforgivable
Expected, logical, usual	Normal	Abnormal	Beyond what is expected
Can be stopped or avoided	Avoidable	Inevitable	Unavoidable, certain
Expand, make bigger	Increase	Decrease	Reduce, make smaller
Make stronger, support	Reinforce	Undermine	Go against, make weaker
Right, good	Moral	Immoral	Wrong, bad
Inside	Interior	Exterior	Outside
Inside	Internal	External	Outside
Less than	Inferior to	Superior to	Better than

Curriculum Contextualisation Including Literacy

As part of an Academy wide priority, we are initiating the explicit teaching of where learning fits into a wider whole. Therefore, MLs and teachers are expected to co-plan the below into their schemes to not only help students think about wider schema but also the specific building blocks of knowledge, **words**, that get them there and open up their thresholds of new knowledge - department specific tier 3 vocab is, therefore, paramount.



Why This and Why Now?



Where have we come from?

What are we learning today?


Where are we going?

Key vocabulary:


Dual-coding highly recommended

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<https://thenounproject.com/>

Or copy and paste from:
<https://images.google.com/>



Why This and Why Now?

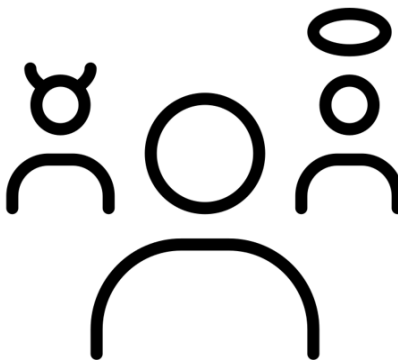


Where have we come from?
 Freudian and Jungian psychoanalysis; appearance vs reality; masks in Othello and Macbeth.

What are we learning today?
 The Palace Bar as a *symbol* for the corrupt, dark heart of Brumley.

Where are we going?
 L6 AO1, AO3 critical interpretation. Psychological grounding for all FE humanities. Ability to critique motivations of individuals/entities.

Key vocabulary: ***mask, persona, veneer, façade, id, ego, superego.***





Enrichment

Our enrichment offer focuses on building and embedding a culture of talk across the Academy and therefore our enrichment takes many forms. Overall, it aims to instill, along with all of the above, a familiarity and therefore comfort in public speaking.

Student Led Assemblies - Opportunities for students to present at ALT/FL assembly and House Assemblies.

Jack Petchey Speak Out – Whole year group offer to promote inclusivity

Rotary Club - Smaller offshoot of above and build local connections.

Spelling Bee - Well received House Competition

Poetry by Heart - English-led initiative which links to curriculum

Student Panel/Student Voice – Inclusive and a platform for students to be involved both empathetically and politically.

Debate Club – Run for both year groups with significant uptake.

PSHE in all years – Debate and forums for key topics.

Performances and Showcases – A real strength of the Academy.

Students leaders/Duty student

Open Evening Events – Students are at the heart of this evening and are universally admired by parents for their articulation and friendly demeanour.

No Pens Day or any similar initiative on a whole day or whole week scale.

Regular external speakers/presenters vetted for quality of articulation and message.

Coulsdon Chronicle School Paper



Library

In the Oasis Academy Coulsdon post-Covid environment the Library has been placed at the beating heart of the English faculty. It is central to the department's literacy policies and the promotion and development of literacy across the school. It houses extra-curricular activities such as the KS3 Debate Club, KS4 Symposium and meetings of the "Coulsdon Chronicle" editorial team. It is also open daily for quiet study and reading at breaks, lunch and post-school. It has the benefit of a wide range of diverse reading materials donated by the wider school community and charitable donations by benefactors such as Amazon and Scholastic. The Library acts as the hub for "Accessit" that provides every pupil to digital access to online resources, e-platform books (visual and audio through "Wheelers") and many online magazine subscriptions.

The English department has put in place a timetabled literacy lesson for every KS3 students where time is spent with individual readers by experienced English tutors and literacy experts. Whilst this is being undertaken the rest of the class quietly and purposefully follow their reading passions either on their horizons "I-Pad" or a physical choice from the thousands available. Paired reading initiatives with senior students/prefects assisting the developing readers in Years 7 and 8 are also undertaken across the academic week.

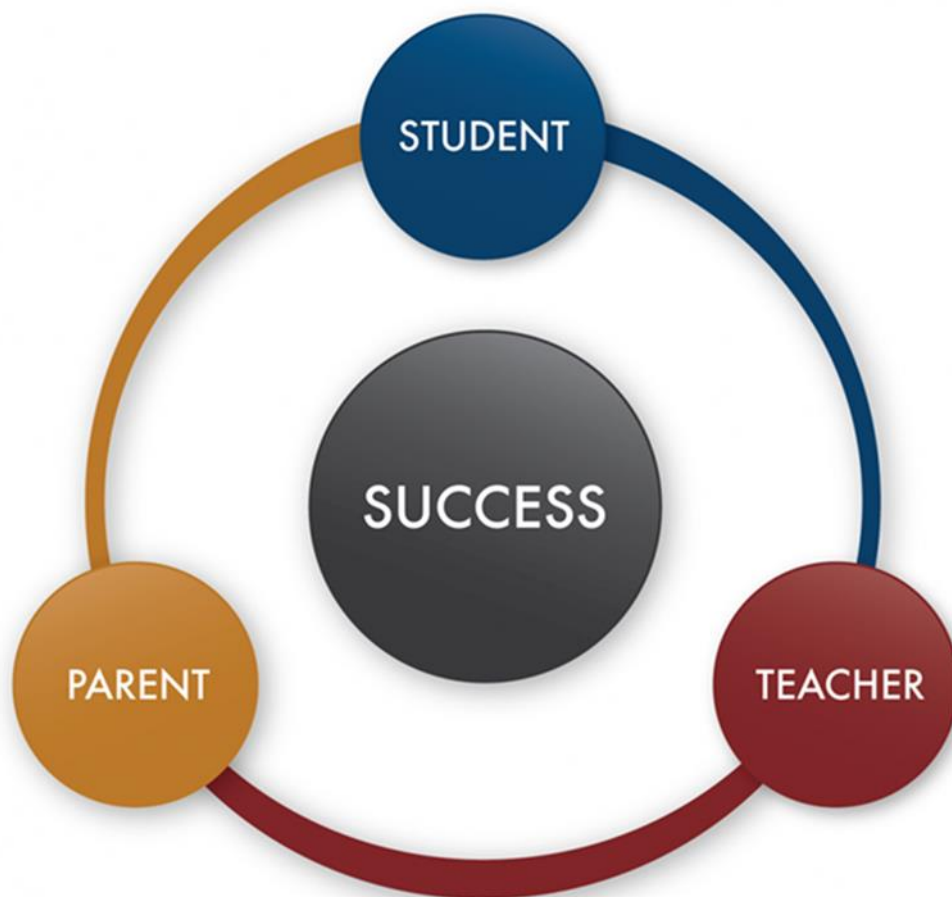
The library helps the English faculty further its development strategies to enable every student to become an effectively fluent reader with the underlying principle that "Good readers make good writers and good orators" in a continuing cycle of improvement.



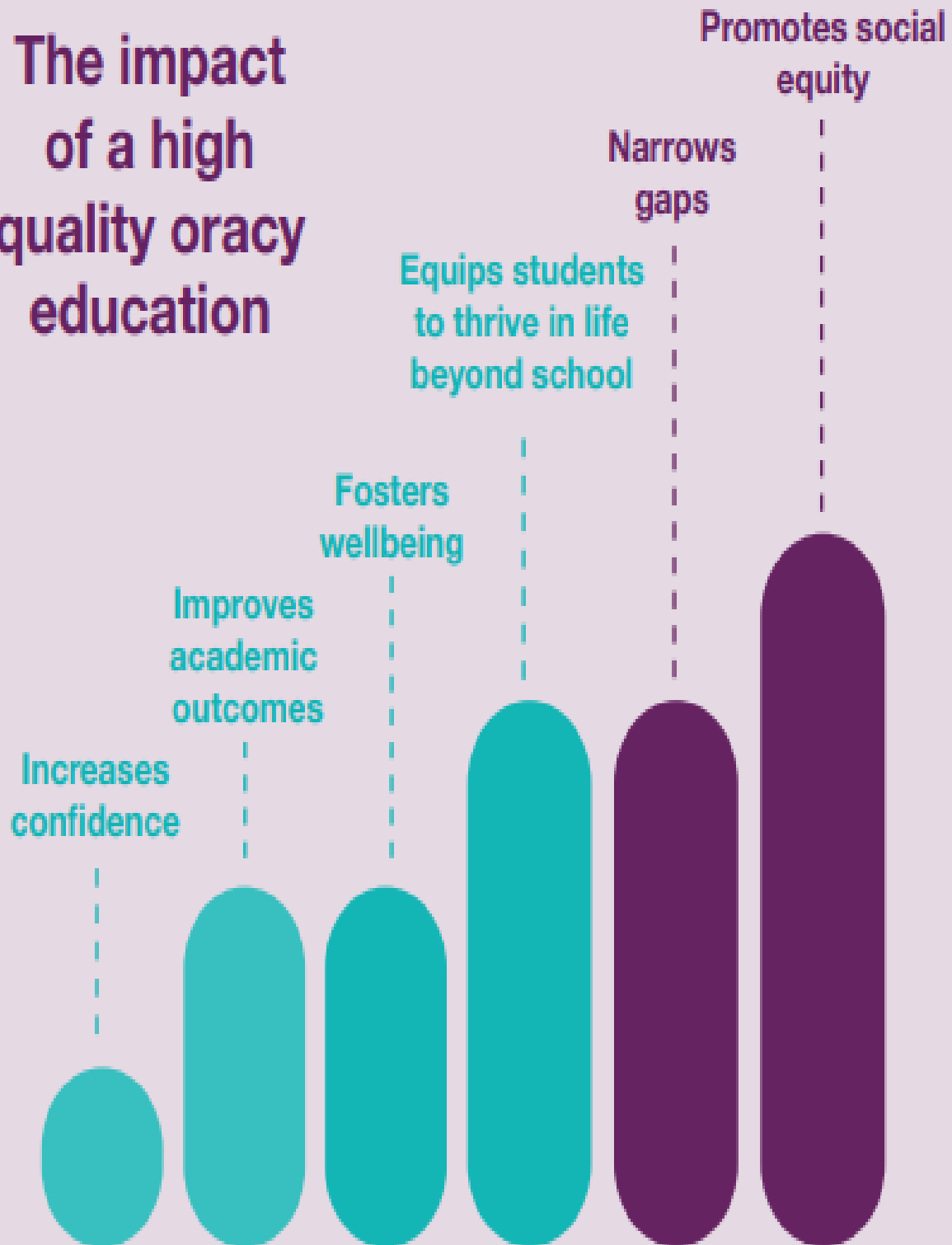
Parental Engagement Workshops

All student reports will now have NGRT reading ages alongside effort and progress. This then gives us a springboard/mandate/reason to contact parents directly with intervention strategies.

The first level of this intervention is a parental reading workshop where parents were invited in and given tutorials on Reading Plus and further meta-cognitive approaches via the Head of English. These workshops will become a regular feature of the school year as parental engagement on all literacy facets, including Reading Plus is vital.



The impact of a high quality oracy education



OCL Curriculum Recommended Reading List

Year 7		
The foundations of society: making rules, stories and patterns		
Myths + Antigone	Abrahamic Bible Stories + Beowulf	Oliver Twist
Rani and Sukh – Bali Rai Oh My Gods – Alexandra Sheppard The Knife of Never Letting Go – Patrick Ness	Bone Sparrow – Zana Frailllon Children of Blood and Bone – Tomi Adeyemi	Welcome to Nowhere – Elizabeth Laird The Boy at the Back of the Class – Onjali Q. Rauf Chinglish – Sue Cheung
Year 8		
Questioning the foundations of society: questioning rules, stories and patterns		
Romeo and Juliet	Romantic Poetry	Gothic Fiction
Noughts and Crosses – Malorie Blackman Pride – Ibi Zoboi Liclle Bit – Alex Wheatle Long Way Down – Jason Reynolds	Everything Everything – Nicola Yoon Binti – Nnedi Okorafor Every Day – David Leviathan Stay a little longer – Bali Rai	The Hate U Give – Angie Thomas The Effigies – Sarah Raughley Akata Witch – Nnedi Okorafor Homeboys – Alex Wheatle
Year 9		
Fighting against the foundations of society: fighting against rules, stories and patterns		
Othello	The Harlem Renaissance	Subversion and satire: The Bloody Chamber + Animal Farm
Natives: Race and Class in the Ruins of Empire by Akala Buried beneath the baobab tree- Adaobi Tricia Nwaubani Small Island – Andrea Levy	Becoming Billie Holiday – Carole Boston Weatherford Harlem Summer – Walter Dean Myers Does My Head Look Big in This? - Randa Abdel-Fattah	Legend – Marie Lu The Belles – Dhonielle Clayton Becoming Dinah – Kit de Waal The Hunger Games – Suzanne Collins