

Language for learning – Reading, writing, speaking and listening

Reading

Staff will actively support students' developing reading skills by:

- Providing opportunities for students to read.
- Actively teaching reading skills (e.g. skimming and scanning).
- Encouraging wider reading by providing reading lists (supported by the school library).

Writing

Staff will be consistent in their approach to supporting writing skills:

- Keywords are routinely displayed and students expected to spell them correctly.
- Most students are expected to write at level 5 or above. More basic writing errors will be highlighted (in orange) and corrected by students. Where students consistently fall below expectation they should be asked to re-do all/part of the task. To support this all staff will have a sticker in their planner which outlines the level 5 writing standards.
- Expectations for writing will be shared as part of LOs and linked to success criteria.
- Teachers will use the relevant pages in the planner to support students in making sure their writing is appropriate (purpose and audience) and in developing their writing skills (e.g. by using more sophisticated connectives).
- Teachers will model good writing in all written communication with students (e.g. worksheets), staff, parents, governors and the community.

Speaking and listening

Good speaking and listening skills are essential for all students and staff will act to ensure they are developed:

- Good speaking will be modelled by all staff and errors in student speech will be corrected.
- Students will be provided with regular opportunities to engage in speaking and listening activities and the development of these skills will be supported using techniques such as cooperative learning.

Students with special educational needs

Development of literacy skills is important for all students but literacy should not be a barrier to learning.

Teachers will:

- Match support to level – differentiating tasks at input and through appropriate target setting.
- Students below L3 on entry will receive targeted literacy support (Booster learners, intervention group and 1:1 tuition).

EAL students

EAL students need to hear good examples of spoken English and also refer to their first language skills to aid new learning in all aspects of the curriculum. The use of their first language enables students to draw on existing subject knowledge and to develop English skills in context. Homework could be to translate their work into English.

- EAL students will carry a bilingual dictionary (available from OLC). All teaching staff to encourage use.
- EAL students may (with their teacher's permission) use their smart phones (if they own one) with translation app such as Google Translate.
- EAL students should have a note book which is their glossary for key subject words.

Teachers will:

- Identify key terminology and demonstrate meaning using demonstration/pictures where appropriate.
- Support developing writing skills using (e.g.) writing frames, word banks and sentence banks.
- Provide opportunities for EAL students to hear spoken English. Ideally, the EAL student should sit next to a student who is a good role model in terms of literacy but who is also patient and caring.
- Assign students to sets appropriate to their prior attainment in their first language.

- Modify homework initially to focus on developing their English skills.

HoH/Tutor will:

- Buddy the EAL student at the start with a fellow native speaker if possible. If not possible, buddy up with a student who is a good role model in terms of literacy but who is patient and caring.
- Supply a map of the school with areas labelled in their native language.