

North Norfolk Academy Trust

SHERINGHAM HIGH SCHOOL

Literacy and Communication Policy



North
Norfolk
**Academy
Trust**



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To demonstrate an understanding of and take responsibility for promoting high standards of literacy and the correct use of standard English, whatever the teacher's specialist subject.

'Students should be taught in all subjects to express themselves correctly and appropriately and to read accurately and with understanding.'

QCA Use of Language Across the Curriculum



The school believes that all students should be taught in all subjects to express themselves correctly and appropriately and to read accurately and with understanding. Since Standard English, spoken and written, is the predominant language in which knowledge and skills are taught and learnt, students should be taught to recognise and use standard English.

Key quantitative and qualitative communication targets apply to all students, specific cohorts and students with specific individual needs.

Quantitative: Sheringham High School strives for increased percentages of students reaching higher yearly assessment scores, improved reading and spelling scores, higher teacher expectations and improved GCSE results.

Qualitative: Sheringham High School strives to improve students' attitudes to reading and writing, to raise the profile of communication for students, parents, teachers and governors, to improve the attitude to, and frequency of, completed homework, to foster ICT communication, to include and nurture those with difficulties and to increase the use of the library.

Aims

To:

- fulfil the overall aims of the school in developing students' confidence and self-expression.
- enable all students to be able to communicate effectively
- raise standards
- focus attention on teaching and learning
- raise students' and teachers' expectations
- enable all students to gain access to all the subjects studied in school
- enable all students to be able to read for information and pleasure.

Principles

- The policy is an integral part of the whole curriculum.
- The policy is built on the strengths of existing practices and procedures.
- The term literacy includes all the components of communication through language: reading, writing, listening and speaking.
- All staff share responsibility for communication with the students; Sheringham High School makes use of the Cross- Curricular Thinking Skills Years 7-9 NLS frameworks (Appendix 1).
- All staff share responsibility for the attainment and progress of every student.
- The policy reflects the needs of all students, including those for whom English is not their first language. Whilst this policy reflects the needs of all students, we acknowledge that EAL students will require specific individual targeted support according to their stage of English acquisition. Our aim with EAL students is to ensure that appropriate support is given to

encourage the development of cognitive thinking in English as well as in their home language.

- If students have additional needs, the school will ensure they have appropriate assessment to identify and supply augmented communication aids and support.

Appendix - Principles

1. Sheringham High School builds its English, whole school communication and communication intervention teaching and assessment of progress on the recommendation that;

‘Whatever the additional programmes or support provided for these students with a range of differing, specific needs, inspectors will need to assure themselves that the right students are identified and that the programmes are effective in narrowing the gap between the performance of these students and all students nationally and in the school. This will be part of the judgement on achievement required by the new framework.’

2. All departments at Sheringham High School are also aware of the typicality of communication strategies in their SOW, lesson plans, pedagogy and practice and of the recommendation that;

‘Lead inspectors might choose to ask their inspectors to make specific comments in evidence forms about aspects of literacy & communication teaching and the effectiveness of students’ reading in lessons, the engagement of certain groups of students in literacy activities, the standard of marking for literacy, or the quality of students’ spoken work or writing. In interviews with students, there might be questions on how they know what they need to improve in their literacy work and how they are supported to do so, how often teachers in other subjects refer to specific literacy skills or targets, and attitudes to reading’.

Implementation at whole-school level

“Language is the prime medium through which students learn and express themselves across the curriculum, and all teachers have a stake in effective literacy.”

Roles and Responsibilities

- **Senior Managers:** lead and give a high profile to literacy;
- **English Department:** provide students with the knowledge, skills and understanding they need to read, write, speak and listen effectively;
- **Teachers across the curriculum:** contribute to students’ development of language, since speaking, listening, writing and reading are, to varying degrees, integral to all lessons;
- **SENCo:** supports departments in the implementation of strategies and encourages departments to learn from each other’s practice by sharing ideas;
- **Parents:** encourage their children to use the range of strategies they have learnt to improve their levels of literacy;
- **Students:** take increasing responsibility for recognising their own literacy needs and making improvements;
- **Governors:** an identified governor could meet with staff and students and report progress and issues to the governing body and to parents in the governors’ annual report.

Across the school we shall:

1. Identify the strengths and weaknesses in students’ work from across the school. (See Communication Diagnosis Proforma).
2. Adopt the ‘Framework’ objectives as a way of planning for and assessing literacy skills.
3. Track and monitor Literacy and Communication across subjects and SOW using the subject audit.
4. Adapt the identified literacy cross-curricular priorities for each year.
5. Seek to identify progression in the main forms of reading, writing, speaking and listening undertaken in each department and strengthen teaching plans accordingly.
6. Plan to include the teaching of objectives to support learning in own subject area. Review this literacy & communication policy regularly.

A. Targets for reading

All students:

- will have access to books and other reading materials which are up to date, relevant (and may have real life applications) and balanced,
- will be encouraged to become fluent, confident and expressive readers,
- will develop secure strategies for coping with reading a range of texts, including media and ICT,
- will be able to read and follow written instructions,
- will be able to read with understanding, exploring ideas,
- will be encouraged to read for pleasure,
- will learn how to skim, scan, close-read, sift, select and take notes from texts,
- will learn how to be critical readers, questioning what they read in books and in the media,
- will be supported by a range of departmental strategies especially if they are students with an identified need in reading.

Appendix - Reading

1. Sheringham High School employs a highly successful Reading Challenge programme, Carnegie Reading Groups, a consistently praised Library/ LRC and reading for information, to form the basis of tutor-time discussion and enjoyment plays a vital role in English lessons in line with the following recommendations;
 - a) 'Excellence in English highlighted case studies from successful schools where promoting reading is a high priority. The report identified a curriculum which gives high priority to reading for pleasure as one of the key components in producing excellence. One of the key aspects of effective reading, as shown in these case studies, is the determination of staff to promote a culture which encourages students to enjoy reading, share their views on what they have read and develop the ability to compare texts and express opinions about them.'
 - b) 'Around the school, an attractive and well-stocked library is often an indicator of effective support for students' wider reading and information retrieval skills.....the teacher's attitude to reading is central to increasing students' enjoyment of and participation in reading. In secondary schools, an enthusiastic librarian often raises the profile of reading and provides good opportunities for students to share their views on books and widen the range of authors and genres they experience.'
 - c) 'Secondary schools sometimes set aside time in tutor periods for individual reading. These sessions can encourage students to read, but many lack any consistent focus, have no guidance for students on what to read or ensure that the material is at the right level, and no opportunities for them to discuss what they have read.'
2. All Schemes of Work reflect the NFER report 'Effective teaching of inference skills for reading', where key reading skills are defined as follows:

‘The ability to make inferences is, in simple terms, the ability to use two or more pieces of information from a text in order to arrive at a third piece of information that is implicit... Inferencing skills are important for reading comprehension, and also more widely in the area of criticism and other approaches to studying texts.’

The paper stresses the importance of teachers using a range of questions to draw out students’ understanding of the text in depth. It also identifies the skills that students need to develop in applying questions to texts and probing to gain a full understanding.

B. Targets for writing

All students:

- will learn to use writing to plan and organise their work,
- will learn the importance and skills of legible handwriting and clear presentation,
- will learn how to structure their writing, using sentences, paragraphs and headings, where appropriate,
- will learn how to use writing frames, when they are helpful, and how to write confidently without them,
- will have ready access to word walls, dictionaries, thesauri and department vocabulary lists, and be encouraged and able to use them,
- will learn to write for a range of purposes and audiences (and be able to write in real life contexts),
- will be provided with helpful models of particular kinds of writing,
- will be encouraged to draft, proof-read and correct their writing,
- will be encouraged to discuss and reflect on their writing,
- will be entitled to have their writing treated with respect and interest by peers and staff,
- will learn to compose text on the computer screen, when appropriate,
- will be supported by a range of departmental strategies especially if they are students with an identified need in writing.

Appendix - Writing

Sheringham High School policy follows the guidance that;

‘Among the concerns inspectors raised was the inconsistency of marking right through the key stages. It is not clear how students will improve their spelling skills and understanding of grammar and punctuation without explicit teaching. However, it is even more doubtful if teachers do not have a clear strategy for helping students to improve through a close review of their work. There was little rigour in the identification of spelling errors, especially of common words which students at different ages might be expected to spell correctly. Not only were misspelt words not identified but there were few occasions where teachers required students to correct errors, practise spellings or apply them in new contexts. Teachers often corrected punctuation errors but, again, there were few occasions when students practised correcting errors or evidence that any recurring problems were followed up

through explicit teaching. In light of the expectation in the new Teaching Standards that all teachers will promote high standards of communication and the correct use of standard English, inspectors might expect to see a more formal approach to correcting basic errors extended to students' speech and to writing across the curriculum.'

C. Targets for speaking and listening

All students:

- will value speaking and listening as an essential means of communication and learning,
- will be taught and understand the rules and expectations governing speaking and listening across a range of contexts and in real life situations,
- will learn to listen and to carry out instructions,
- will be encouraged to ask questions as well as to answer them,
- will be encouraged to explore and develop ideas with others, through discussion and questioning techniques,
- will be encouraged to express ideas, feelings and opinions sensitively and confidently, and to treat other students' ideas, feelings and opinions with respect,
- will learn and use standard and non-standard forms of expression,
- will choose appropriate forms and registers to suit particular purposes and audiences,
- will take part in structured activities in which speaking and listening are essential components,
- will be supported by a range of departmental strategies especially if they are students with an identified need in speaking and listening.

D. Targets for assessment

We will:

- make use of diagnostic reading and spelling tests frequently throughout each Key Stage to identify students' progress and needs. Literacyassessment.co.uk software has been implemented to track and monitor this since Sept 2012 and has since been rolled out for use in other MAT schools and feeder primaries.
- use regular assessments of communication skills to inform decisions about students' progress and needs and employ at our discretion any 'suite' of tests recommended for any key stage and age group.(Para 4.46 White Paper)
- develop departmental marking strategies such as skills based assessments like APP which will inform and encourage students and parents,
- measure students' performance against quantitative and qualitative standards. English assessment now follows a clear assessment path that links equivalent assessment levels throughout KS3 & KS4. These levels are in line with the new GCSE curriculum assessment levels 1-9 from 2015 +.
- Functional Skills syllabi (Level 1 and 2 EDEXCEL) and testing elements may be delivered with students whose communication skills merit it and/or who join the school at a stage which makes full GCSE options in core impossible.

Appendix - Assessment.

1. Staff at Sheringham High School apply the following checks to their lesson plans and pedagogy in line with OFSTED framework expectations that;
 - key terms and vocabulary are clear and explored with students to ensure that they recognise and understand them? Are they related to similar words or the root from which they are derived?
 - any materials given to students are 'readability' checked to allow access to the meaning but also to challenge students' understanding?
 - teachers identify any particular features of key terms and help students with strategies for remembering how to spell them or why they might be capitalised (e.g. 'Parliament' in history or citizenship)?
 - teachers remind students of important core skills – for example how to skim a text to extract the main elements of its content quickly or to scan a text for information about a key word or topic?
 - teachers make expectations clear before students begin a task – for example on the conventions of layout in a formal letter or on the main features of writing persuasively?
 - teachers reinforce the importance of accuracy in spoken or written language – for example, emphasising the need for correct sentence punctuation in one-sentence answers or correcting 'we was...' in students' speech?
 - teachers identify when it is important to use standard English and when other registers or dialects may be used – for example, in a formal examination answer and when recreating dialogue as part of narrative writing?
 - teachers help students with key elements of communication as they support them in lessons? Do they point out spelling, grammar or punctuation issues as they look at work around the class?
 - teachers' marking supports key communication points? For example, are key subject terms always checked for correct spelling? Is sentence punctuation always corrected?

2. Staff at Sheringham High School should follow the following recommendations when preparing for an inspection of communication progress over time;

'A basic way of reviewing students' work is to select an extended piece of writing from near the beginning of a student's book (or folder of work). This can then be compared with a piece from the middle and one nearer the end. Is there a discernible difference in length, presentation, sophistication (e.g. paragraphing or length of paragraphs), common errors, use of vocabulary and variation in style? Look at the teacher's marking. Are the same issues highlighted in the later pieces as in the earlier ones? Has the teacher identified any

developing strengths or commented on improvement? When looking at books from other subjects, it is important to form a view of what it is reasonable to expect. If students are writing in a form that would be taught in English, it is reasonable to expect that they would draw on what they have learnt already. This is often the case in primary schools. In secondary schools, there is considerably more variety. Do teachers identify important errors (such as some of those contained in questions about communication in lessons above). Key subject terms should be spelt correctly. Basic sentence punctuation should be accurate. If it is not and is not identified, how will students improve?’

Implementation

- Departments will audit their schemes of work annually using the literacy /communication and numeracy policies audit as implemented in Oct 2015. This will clearly demark where appropriate strands of each policy are used and keep an overview of how and when the various elements of both policies are being implemented within depts.
- As part of their action plans, departments will produce details as to how the literacy & communication policy will be put into practice.
- Staff should refer to the Framework for Teaching English for further guidance, the “Literacy in...” series for subject specialism ideas, the ‘Sheringham High School Outstanding Teaching Pack’, the ‘Cross Curricular Thinking Skills’ grids and the Functional Skills expectations.
- The Head of Department for English and AHT Student Progress will provide support to staff in appropriate methodology in the above targets.

Conclusion

The policy will be monitored as part of the school’s process of Monitoring, Evaluation and Review.

The Governing Body will appoint a link Governor who will report on the implementation of the policy on a regular basis.

References

1. Framework for Teaching English (KS3 Strategy)
2. Literacy in... series (KS3 Strategy)
3. Sheringham High School Outstanding teaching pack
4. Cross Curricular Thinking Skills grids (Years 7-9)
5. OFSTED Guidance and training for inspectors October 2015.
6. Attainment Targets KS3, 4.

APPENDIX 1

Attainment target (AT) 2: Reading

Level 1

Students recognise familiar words in simple texts. They use their knowledge of letters and sound-symbol relationships in order to read words and to establish meaning when reading aloud. In these activities they sometimes require support. They express their response to poems, stories and non-fiction by identifying aspects they like.

Level 2

Students' reading of simple texts shows understanding and is generally accurate. They express opinions about major events or ideas in stories, poems and non-fiction. They use more than one strategy, such as phonic, graphic, syntactic and contextual, in reading unfamiliar words and establishing meaning.

Level 3

Students read a range of texts fluently and accurately. They read independently, using strategies appropriately to establish meaning. In responding to fiction and non-fiction they show understanding of the main points and express preferences. They use their knowledge of the alphabet to locate books and find information.

Level 4

In responding to a range of texts, students show understanding of significant ideas, themes, events and characters, beginning to use inference and deduction. They refer to the text when explaining their views. They locate and use ideas and information.

Level 5

Students show understanding of a range of texts, selecting essential points and using inference and deduction where appropriate. In their responses, they identify key features, themes and characters and select sentences, phrases and relevant information to support their views. They retrieve and collate information from a range of sources.

Level 6

In reading and discussing a range of texts, students identify different layers of meaning and comment on their significance and effect. They give personal responses to literary texts, referring to aspects of language, structure and themes in justifying their views. They summarise a range of information from different sources.

Level 7

Students show understanding of the ways in which meaning and information are conveyed in a range of texts. They articulate personal and critical responses to poems, plays and novels, showing awareness of their thematic, structural and linguistic features. They select and synthesise a range of information from a variety of sources.

Level 8

Students' response is shown in their appreciation of, and comment on, a range of texts, and they evaluate how authors achieve their effects through the use of linguistic, structural and presentational devices. They select and analyse information and ideas, and comment on how these are conveyed in different texts.

Exceptional performance

Students confidently sustain their responses to a demanding range of texts, developing their ideas and referring in detail to aspects of language, structure and presentation. They make apt and careful comparison between texts, including consideration of audience, purpose and form. They identify and analyse argument, opinion and alternative interpretations, making cross-references where appropriate.

Attainment target (AT) 3: Writing KS3

Level 1

Students' writing communicates meaning through simple words and phrases. In their reading or their writing, students begin to show awareness of how full stops are used. Letters are usually clearly shaped and correctly orientated.

Level 2

Students' writing communicates meaning in both narrative and non-narrative forms, using appropriate and interesting vocabulary, and showing some awareness of the reader. Ideas are developed in a sequence of sentences, sometimes demarcated by capital letters and full stops. Simple, monosyllabic words are usually spelt correctly, and where there are inaccuracies the alternative is phonetically plausible. In handwriting, letters are accurately formed and consistent in size.

Level 3

Students' writing is often organised, imaginative and clear. The main features of different forms of writing are used appropriately, beginning to be adapted to different readers. Sequences of sentences extend ideas logically and words are chosen for variety and interest. The basic grammatical structure of sentences is usually correct. Spelling is usually accurate, including that of common, polysyllabic words. Punctuation to mark sentences – full stops, capital letters and question marks – is used accurately. Handwriting is joined and legible.

Level 4

Students' writing in a range of forms is lively and thoughtful. Ideas are often sustained and developed in interesting ways and organised appropriately for the purpose of the reader. Vocabulary choices are often adventurous and words are used for effect. Students are beginning to use grammatically complex sentences, extending meaning. Spelling, including that of polysyllabic words that conform to regular patterns, is generally accurate. Full stops, capital letters and question marks are used correctly, and students are beginning to use punctuation within the sentence. Handwriting style is fluent, joined and legible.

Level 5

Students' writing is varied and interesting, conveying meaning clearly in a range of forms for different readers, using a more formal style where appropriate. Vocabulary choices are imaginative and words are used precisely. Simple and complex sentences are organised into paragraphs. Words with complex regular patterns are usually spelt correctly. A range of punctuation, including commas, apostrophes and inverted commas, is usually used accurately. Handwriting is joined, clear and fluent and, where appropriate, is adapted to a range of tasks.

Level 6

Students' writing often engages and sustains the reader's interest, showing some adaptation of style and register to different forms, including using an impersonal style where appropriate. Students use a range of sentence structures and varied vocabulary to create effects. Spelling is generally accurate, including that of irregular words. Handwriting is neat and legible. A range of punctuation is usually used correctly to clarify meaning, and ideas are organised into paragraphs.

Level 7

Students' writing is confident and shows appropriate choices of style in a range of forms. In narrative writing, characters and settings are developed and, in non-fiction, ideas are organised and coherent. Grammatical features and vocabulary are accurately and effectively used. Spelling is correct, including that of complex irregular words. Work is legible and attractively presented. Paragraphing and correct punctuation are used to make the sequence of events or ideas coherent and clear to the reader.

Level 8

Students' writing shows the selection of specific features or expressions to convey particular effects and to interest the reader. Narrative writing shows control of characters, events and settings, and shows variety in structure. Non-fiction writing is coherent and gives clear points of view. The use of vocabulary and grammar enables fine distinctions to be made or emphasis achieved. Writing shows a clear grasp of the use of punctuation and paragraphing.

Exceptional performance

Students' writing has shape and impact and shows control of a range of styles maintaining the interest of the reader throughout. Narratives use structure as well as vocabulary for a range of imaginative effects, and non-fiction is coherent, reasoned and persuasive. A variety of grammatical constructions and punctuation is used accurately and appropriately and with sensitivity. Paragraphs are well constructed and linked in order to clarify the organisation of the writing as a whole.

Attainment target (AT) 1: Speaking and listening

Level 1

Students talk about matters of immediate interest. They listen to others and usually respond appropriately. They convey simple meanings to a range of listeners, speaking audibly, and begin to extend their ideas or accounts by providing some detail.

Level 2

Students begin to show confidence in talking and listening, particularly where the topics interest them. On occasions, they show awareness of the needs of the listener by including relevant detail. In developing and explaining their ideas they speak clearly and use a growing vocabulary. They usually listen carefully and respond with increasing appropriateness to what others say. They are beginning to be aware that in some situations a more formal vocabulary and tone of voice are used.

Level 3

Students talk and listen confidently in different contexts, exploring and communicating ideas. In discussion, they show understanding of the main points. Through relevant comments and questions, they show they have listened carefully. They begin to adapt what they say to the needs of the listener, varying the use of vocabulary and the level of detail. They are beginning to be aware of standard English and when it is used.

Level 4

Students talk and listen with confidence in an increasing range of contexts. Their talk is adapted to the purpose: developing ideas thoughtfully, describing events and conveying their opinions clearly. In discussion, they listen carefully, making contributions and asking questions that are responsive to others' ideas and views. They use appropriately some of the features of standard English vocabulary and grammar.

Level 5

Students talk and listen confidently in a wide range of contexts, including some that are of a formal nature. Their talk engages the interest of the listener as they begin to vary their expression and vocabulary. In discussion, they pay close attention to what others say, ask questions to develop ideas and make contributions that take account of others' views. They begin to use standard English in formal situations.

Level 6

Students adapt their talk to the demands of different contexts with increasing confidence. Their talk engages the interest of the listener through the variety of its vocabulary and expression. Students take an active part in discussion, showing understanding of ideas and sensitivity to others. They are usually fluent in their use of standard English in formal situations.

Level 7

Students are confident in matching their talk to the demands of different contexts. They use vocabulary precisely and organise their talk to communicate clearly. In discussion, students make significant contributions, evaluating others' ideas and varying how and when they participate. They show confident use of standard English in situations that require it.

Level 8

Students maintain and develop their talk purposefully in a range of contexts. They structure what they say clearly, using apt vocabulary and appropriate intonation and emphasis. They make a range of contributions which show that they have listened perceptively and are sensitive to the development of discussion. They show confident use of standard English in a range of situations, adapting as necessary.

Exceptional performance

Students select and use structures, styles and registers appropriately in a range of contexts, varying their vocabulary and expression confidently for a range of purposes. They initiate and sustain discussion through the sensitive use of a variety of contributions. They take a leading role in discussion and listen with concentration and understanding to varied and complex speech. They show assured and fluent use of standard English in a range of situations and for a variety of purposes.

Grade descriptions for GCSE English

Grade 7+

Candidates select suitable styles and registers of spoken English for a range of situations and contexts, showing assured use of standard English where appropriate. They confidently vary sentence structures and choose from a broad repertoire of vocabulary to express information, ideas and feelings in an engaging manner.

They initiate conversations and demonstrate sensitive listening through contributions that sustain and develop discussion. They recognise and fulfil the demands of different roles, whether in formal settings or creative activities.

Candidates respond personally and persuasively to a variety of texts, developing interpretations and evaluating how details of language, grammar, structure and presentation engage and affect the reader. They identify and discuss writers' perspectives in narrative, argument, explanation or analysis. They choose apt quotations and make telling comparisons and cross-references that illuminate the purpose and meanings of texts, explaining the impact of their social, cultural and historical contexts where appropriate.

Candidates' writing shows confident, assured control of a range of forms and styles appropriate to task and purpose. Texts engage and hold the reader's interest through logical argument, persuasive force or creative delight. Linguistic and structural features are used skilfully to sequence texts and achieve coherence. A wide range of accurate sentence structures ensures clarity; choices of vocabulary, punctuation and spelling are ambitious, imaginative and correct.

Grade 5

Candidates adapt their talk to the demands of different situations and contexts. They recognise when standard English is required and use it confidently. They use different sentence structures and select vocabulary so that information, ideas and feelings are communicated clearly and the listener's interest is engaged. They explain and evaluate how they and others use and adapt spoken language for specific purposes. Through careful listening and by developing their own and others' ideas, they make significant contributions to discussion and participate effectively in creative activities.

Candidates understand and demonstrate how meaning and information are conveyed in a range of texts. They make personal and critical responses, referring to specific aspects of language, grammar, structure and presentational devices to justify their views. They successfully compare and cross-reference aspects of texts and explain convincingly how they may vary in purpose and how they achieve different effects. They comment on how social, cultural and historical contexts affect readers' responses to texts.

Candidates' writing shows successful adaptation of form and style to different tasks and for various purposes. They use a range of sentence structures and varied vocabulary to create different effects and engage the reader's interest. Paragraphing is used effectively to make the sequence of events or development of ideas coherent and clear to the reader. Sentence structures are varied; punctuation and spelling are accurate and sometimes bold.

Grade 3

Candidates talk confidently in familiar situations, showing some awareness of purpose and of listeners' needs. They convey information, develop ideas and describe feelings clearly, using the main features of standard English as appropriate. They listen with concentration and make relevant responses to others' ideas and opinions. They show some awareness of how they and others use and adapt spoken language for specific purposes. In formal and creative activities, they attempt to meet the demands of different roles.

Candidates describe the main ideas, themes or argument in a range of texts and refer to specific aspects or details when justifying their views. They make simple comparisons and cross-references that show some awareness of how texts achieve their effects through writers' use of linguistic, grammatical, structural and presentational devices. They are aware that some features of texts relate to their specific social, cultural and historical contexts.

Candidates' writing shows some adaptation of form and style for different tasks and purposes. It communicates simply and clearly with the reader. Sentences sequence events or ideas logically; vocabulary is sometimes chosen for variety and interest.

Paragraphing is straightforward but effective; the structure of sentences, including some that are complex, is usually correct. Spelling and basic punctuation are mostly accurate.

Cross-curricular Thinking Skills in Y7 English Framework

	Reading	Writing	Speaking & Listening
Information Processing	<p>R1 know how to locate resources for a given task, and find relevant information in them, e.g. <i>skimming, use of index, glossary, key words, hotlinks</i>.</p> <p>R2 use appropriate reading strategies to extract particular information, e.g. <i>high-lighting, scanning</i>.</p> <p>R3 compare & contrast the ways information is presented in different forms, e.g. <i>web page, diagrams, prose</i>.</p>	<p>Wr2 collect, select and assemble ideas in a suitable planning format, e.g. <i>flow chart, list, star chart</i>.</p> <p>Wr12 develop ideas and lines of thinking in continuous text and explain a process logically, highlighting the links between cause and effect.</p> <p>Wr10 organise texts in ways appropriate to their content, e.g. <i>by chronology, priority, comparison, and signpost this clearly to the reader</i>.</p>	<p>S&L6 listen for and recall the main points of a talk, reading or television programme, reflecting on what has been heard to ask searching questions, make comments or challenge the views expressed.</p>
Reasoning	<p>R8 infer and deduce meanings using evidence in the text, identifying where and how meanings are implied.</p>	<p>Wr15 express a personal view, adding persuasive emphasis to key points, e.g. <i>by reiteration, exaggeration, repetition, use of rhetorical questions</i>.</p> <p>Wr16 find and use different ways to validate an argument, e.g. <i>statistical evidence, exemplification, testimony</i>.</p>	<p>S&L3 tailor the structure, vocabulary and delivery of a talk or presentation so that listeners can follow it;</p> <p>S&L5 promote, justify or defend a point of view using supporting evidence, example and illustration which are linked back to the main argument.</p>
Enquiry	<p>R1 know how to locate resources for a given task, and find relevant information in them, e.g. <i>skimming, use of index, glossary, key words, hotlinks</i>.</p> <p>R4 make brief, clearly organised notes of key points for later use.</p>	<p>Wr8 experiment with the visual & sound effects of language, including the use of imagery, alliteration, rhythm & rhyme.</p> <p>Wr12 develop ideas and lines of thinking in continuous text & explain a process logically, highlighting the links between cause and effect.</p>	<p>S&L1 use talk as a tool for clarifying ideas, e.g. <i>by articulating problems or asking pertinent questions</i>.</p> <p>S&L13 work together logically and methodically to solve problems, make deductions, share, test and evaluate ideas.</p>
Creative Thinking	<p>R6 adopt active reading approaches to engage with and make sense of texts e.g. <i>visualising, predicting, empathising and relating to own experience</i>.</p>	<p>Wr8 experiment with the visual and sound effects of language, including the use of imagery, alliteration, rhythm and rhyme.</p> <p>Wr3 use writing to explore and develop ideas, e.g. <i>journals, brainstorming techniques and mental mapping activities</i>.</p>	<p>S&L12 use exploratory, hypothetical and speculative talk as a way of researching ideas and expanding thinking.</p> <p>S&L15 develop drama techniques to explore in role a variety of situations and texts or respond to stimuli.</p> <p>S&L18 develop drama techniques and strategies for anticipating, visualising and problem-solving in different learning contexts.</p>
Evaluation	<p>R5 appraise the value and relevance of information found and acknowledge sources.</p> <p>R17 read a range of recent fiction texts independently as the basis for developing critical reflection and personal response, e.g. <i>sharing views, keeping a reading journal</i>.</p> <p>R18 give a considered response to a play, as script, on screen or in performance, focusing on interpretation of action, character and event.</p>	<p>Wd18 understand and use correctly terms of qualification e.g. <i>fully, slightly, similarly, mostly</i>, and comparison, e.g. <i>less, fewer, more, most, ...-er /-est</i></p> <p>Wr18 identify criteria for evaluating a particular situation, object or event, present findings fairly and give a personal view.</p>	<p>S&L6 listen for and recall the main points of a talk, reading or television programme, reflecting on what has been heard to ask searching questions, make comments or challenge the views expressed.</p> <p>S&L14 acknowledge other people's views, justifying or modifying their own views in the light of what others say.</p> <p>S&L19 reflect on and evaluate their own presentations and those of others.</p>

Cross-curricular Thinking Skills in Year 8 English Framework

	Reading	Writing	Speaking & Listening
Information Processing	<p>R3 make notes in different ways, choosing a form which suits the purpose, e.g. <i>diagrammatic notes, making notes during a video, abbreviating for speed and ease of retrieval.</i></p> <p>R1 combine information from various sources into one coherent document.</p>	<p>Wr10 organise and present information, selecting and synthesising appropriate material and guiding the reader clearly through the text, e.g. <i>a technological process, an information leaflet.</i></p>	<p>S&L7 listen for a specific purpose, paying sustained attention and selecting for comment or question that which is relevant to the agreed focus.</p>
Reasoning	<p>R6 recognise bias and objectivity, distinguishing facts from hypotheses, theories or opinions.</p>	<p>Wr14 develop and signpost arguments in ways that make the logic clear to the reader.</p>	<p>S&L10 use talk to question, hypothesise, speculate, evaluate, solve problems and develop thinking about complex issues and ideas.</p>
Enquiry	<p>R2 undertake independent research using a range of reading strategies, applying their knowledge of how texts and ICT databases are organised and acknowledging sources.</p>	<p>Wr3 use writing for thinking and learning by recording ideas as they develop to aid reflection and problem solving.</p>	<p>S&L12 take different roles in discussion, helping to develop ideas, seek consensus and report the main strands of thought.</p>
Creative Thinking	<p>R4 review their developing skills as active, critical readers who search for meaning using a range of reading strategies.</p>	<p>Wr9 experiment with presenting similar material in different forms and styles of poetry.</p>	<p>S&L11 recognise and build on other people's contributions</p>
Evaluation	<p>R12 record and review the development of their independent reading, and identify ways of increasing its scope and challenge.</p>	<p>Wr17 integrate evidence into writing to support analysis or conclusions, e.g. <i>data, quotation</i></p> <p>Wr2 re-read work to anticipate the effect on the reader and revise style and structure, as well as accuracy, with this in mind.</p>	<p>S&L9 reflect on their individual strengths as contributors to group talk and identify points and opportunities for development.</p> <p>S&L13 reflect on their participation in drama & identify areas for their development of dramatic techniques, e.g. <i>keep a reflective record of their contributions to dramatic improvisation & presentation</i></p> <p>S&L16 collaborate in, & evaluate, the presentation of dramatic performances, scripted & unscripted, which explore character, relationships & issues.</p>

Cross-curricular Thinking Skills in Year 9 English Framework

	Reading	Writing	Speaking & Listening
Information Processing	<p>R1 review and extend their own strategies for locating, appraising and extracting relevant information;</p> <p>R2 synthesise information from a range of sources, shaping material to meet the reader's needs.</p>	<p>Wr9 integrate diverse information into a coherent and comprehensive account.</p> <p>Wr3 produce formal essays in standard English within a specified time, writing fluently and legibly and maintaining technical accuracy when writing at speed.</p>	<p>S&L4 reflect on and evaluate their own skills, strategies and successes as listeners in a variety of contexts.</p> <p>S&L5 compare different points of view that have been expressed, identifying and evaluating differences and similarities.</p> <p>S&L6 analyse bias, e.g. <i>through the use of deliberate ambiguity, omission, abuse of evidence.</i></p>
Reasoning	<p>Wd8 recognise how lines of thought are developed and sign posted through the use of connectives, e.g. <i>nonetheless, consequently, furthermore</i></p> <p>R7 compare the presentation of ideas, values or emotions in related or contrasting texts;</p>	<p>Wr2 record, develop and evaluate ideas through writing, e.g. <i>essays, journals</i></p> <p>Wr14 make a counter-argument to a view that has been expressed, addressing weaknesses in the argument and offering alternatives.</p>	<p>S&L7 identify the underlying themes, implications and issues raised by a talk, reading or programme;</p> <p>S&L10 contribute to the organisation of group activity in ways that help to structure plans, solve problems and evaluate alternatives.</p>
Enquiry	<p>R3 increase the speed and accuracy of note-making skills and use notes for re-presenting information for specific purposes.</p>	<p>Wr3 produce formal essays in standard English within a specified time, writing fluently and legibly and maintaining technical accuracy when writing at speed</p>	<p>Wd6 know and use the terms that are useful for analysing language, e.g. <i>type of phrase or clause, conditional verb</i></p>
Creative Thinking	<p>R13 review and develop their own reading skills, experiences and preferences, noting strengths and areas for development.</p>	<p>Wr8 write within the discipline of different poetic forms, exploring how form contributes to meaning, e.g. <i>different types of sonnet</i></p>	<p>S&L12 use a range of drama techniques, including work in role, to explore issues, ideas and meanings e.g. <i>by playing out hypotheses, by changing perspectives</i></p> <p>S&L9 discuss & evaluate conflicting evidence to arrive at a considered viewpoint</p>
Evaluation	<p>R4 evaluate the relevance, reliability and validity of information available through print, ICT and other media sources.</p> <p>R13 review and develop their own reading skills, experiences and preferences, noting strengths and areas for development</p>	<p>Wr1 review their ability to write for a range of purposes and audiences, recognising strengths and identifying skills for further development</p> <p>W4 choose, use & evaluate a range of presentational devices, on paper & on screen.</p> <p>Wr17 cite specific and relevant textual evidence to justify critical judgements about texts.</p>	<p>S&L4 reflect on & evaluate their own skills, strategies and successes as listeners in a variety of contexts.</p> <p>S&L8 review the contributions they have made to recent discussions, recognising their strengths and identifying areas for development.</p> <p>S&L11 recognise, evaluate and extend the skills and techniques they have developed through drama</p>

Sheringham High School; Effective Communication Processes

Both research and Ofsted highlight that spoken language is key to learning and can support attainment. Where schools place a strong emphasis on explicit and structured speaking and listening approaches, they can see results improve.

“Where inspectors saw links between oral language, reading and writing in lessons with secondary school students, standards at GCSE English language were higher.”

“Dialogue and questioning across the class are both central to learning and a key indicator of effective teaching.”

Sheringham High School has long adhered to a Literacy Policy for the whole school. That Literacy Policy remains the document for precise guidance on the detail of literacy expectations across the school. This Communications guidance sits as the day-to-day ‘face’ of this bedrock policy and is divided into 3 sections;

Diagnosis	Action			Record/Review
Recognising by age-group the basic skills which students can and can't perform.	Spoken Language	Listening and Understanding	Communication skills	<ul style="list-style-type: none"> • Record the action on the lesson plan. • Commit to the action in the DADP. • Review the action by feeding back to students and analysing results.

The Diagnosis phase is the teacher's opportunity to evaluate the following basic skills;

Year 7	Yes/No	Years 8/9	Yes/No	Years 10/11	Yes/No
Can follow quite complex spoken directions.		Understands instructions that don't follow the same order as words in the sentence.		Confidently follows complex directions.	
Understands common, simple 'sayings' in context.		Understand less obvious 'sayings'.		Know when and why they don't understand and ask for help.	
Sees someone else's point of view but don't agree with it.		Persuades other people.		Be more skilful in discussions and use a range of arguments.	
Understands factual information; inference still an issue.		Infers meaning, working out information that isn't given directly.		Picks out themes in discussions and understands when meaning is inferred and not obvious.	
Starts to understand sarcasm.		Understand and explain words and sayings with double meanings.		Understands well the words that are used in questions in exams and the classroom.	
Picks up new vocabulary quickly.		Uses words in more and different ways.		Uses a good range of more difficult words and phrases to describe.	
Uses objective and clearer definitions.		Defines more difficult words and gives examples.		Understands more subtle differences between similar words.	
Understands that words have more than one meaning and can explain it.		Uses spelling rules and patterns in words to get clues to understand word meaning.		Uses spelling rules and patterns in words to get clues to understand word meaning.	
Uses more interesting vocabulary when prompted.		Uses more difficult words when prompted in formal speaking and writing tasks.		Uses more difficult words when prompted in formal speaking and writing tasks.	
Varies use of connectives.		Joins spoken and written sentences using more difficult words.		Use more advanced 'connecting' words to make complex sentences.	
Uses spoken sentences of 7-11 words.		Uses sentences with an average length of 7-12 words.		Talks using sentences with an average length of 9-13 words.	
Can tell interesting and sequenced stories.		Produces well-planned, complex spoken stories.		Tells long and complex spoken stories ensuring the 'thread' of the story is understood throughout.	
Varies tone and lang to suit situation.		Fully understands the difference between formal and informal words and style.		Switches easily between informal and formal styles of talking.	
Tries other ways to convey information if misunderstood.		Keeps topic of conversation going even though the person they're speaking to finds this skill harder.		Uses their language imaginatively for social Interaction.	

Negotiates how to accomplish tasks.		Engage in humorous 'banter'.		Takes part in group social interactions, knowing appropriate times to join in conversations.	
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The Action phase is divided into 3 aspects;

Spoken language	Listening and understanding	Communication skills
Teach and define vocabulary and give opportunities for reinforcing core vocabulary and central concepts.	Teach active listening skills such as note taking and verbal response.	Explicitly teach students to recognise what they do and do not understand during a conversation or explanation. Give students appropriate strategies to seek help and clarification.
Have visual displays of topics or current activities, including key vocabulary and definitions, with some graphics, diagrams or photographs to reinforce meaning.	Encourage students to interact with the speaker by making clear eye contact, questioning and responding where appropriate.	Give students modelled examples of talk, interaction and group work. Consider filming good/bad practice to use as examples. Can students in classrooms say which example is good/bad and why?
Use writing frames / narrative frameworks for spoken language.	Identify the structure of a text or narrative (beginning, middle, end). This can apply to instructions or a method of completing a task. Further encourage students to consider this awareness when listening to speakers.	Develop opportunities for the use of spoken language and communication in the classroom to support and develop understanding and learning. Consider policies such as no pen Wednesday.
Give opportunities for group discussion, modelling strategies for collaborative discussions and giving guidance of how to work together.	Build in activities that allow understanding to be checked throughout the lesson. Students' understanding of the task in hand and their ability to turn this understanding into application needs to be regularly checked to ensure comprehension. Checking understanding should be regular – not just at the end of a lesson.	Use a mentoring system that allows less confident verbal communicators to team up with a buddy / peer in order to support social skills outside of a close friendship group.
Encourage verbal summaries, explanations, persuasive arguments around topic work.	Limit teacher talk as much as possible. Allow students the opportunity to explain and explore tasks in their own words.	Explicitly highlight the component parts of spoken language and communication.
	Apply the 10 second rule – allow students at least 10 seconds to process the question and a response before prompting.	Discuss and highlight the importance of social communication in learning, friendship and in the workplace.
	Encourage students to summarise your instructions once you have given them.	

Developing Communication across the Curriculum	Learners develop their communication skills across the curriculum through the skills of Verbal communication, reading, writing and wider communication
English Key Stages 3-4	<ul style="list-style-type: none"> • communicate through speaking, listening, reading and writing • appraise their own work and that of others • communicate effectively for a range of purposes and audiences • deal with increasingly complex language • communication skills in English support/ enhance development of skills in other languages
Mathematics Key Stages 3-4	<ul style="list-style-type: none"> • listen and respond to others • discuss their work with others and use appropriate mathematical language • read and extract information from mathematical texts; taking note of key instructional terms, units of measurement and specific requirements of the problems set. • when solving problems, they present their findings and reasoning orally and in writing, using symbols, diagrams, tables and graphs as appropriate
Science Key Stages 3-4	<ul style="list-style-type: none"> • communicate ideas, information and data in a variety of ways depending on the nature of the task, audience, purpose and the learners' own preferences • communication can take a wide variety of forms, including the use of IT, graphs, tables and oral feedback at times • With increasing maturity, communication should show progression in the use of scientific terminology, symbols and conventions and a more logical, systematic approach.
History Key Stages 3-4	<ul style="list-style-type: none"> • develop their skills of verbal communication, reading and writing and wider communication

	<p>skills through using aural and written sources and communicating ideas, opinions, arguments and conclusions</p> <ul style="list-style-type: none"> • extract key information • express often emotive and sensitive ideas and information with tact and appropriate tone and vocabulary.
Geography Key Stages 3-4	<ul style="list-style-type: none"> • select, use, apply and combine a variety of skills to communicate their geographical understanding, through maps, images and extended writing with specialist terminology • through investigations they learn to acquire information, assess the authenticity and bias of data and media reports and adapt their own presentations to different audiences • in discussing geographical issues, they develop and justify their ideas, views and opinions in debates and through multimedia presentations • communicate with the public or their peers when engaged in surveys, questionnaires or fieldwork.
Art and Design Key Stages 3-4	<ul style="list-style-type: none"> • develop wider communication skills to express their ideas and emotions; using key 'feelings' words, technical vocabulary and allusions to their research and background knowledge • inform their own work by responding to the work of others appropriately.
ICT Key Stages 3-4	<ul style="list-style-type: none"> • communicate and present information in a variety of ways, including text, graphs, pictures and sound, to support their activities in a range of contexts • read information from a wide range of ICT and non-ICT sources and discuss their work with peers, teachers and others
Physical Education Key Stages 3-4	<ul style="list-style-type: none"> • select and use key words related to their activity to help them analyse and improve their own

	<p>and other's work</p> <ul style="list-style-type: none"> • ask questions and communicate their ideas using different forms depending on the audience and purpose of their activity • listen to other's contributions, identify possible problems, suggest alternative approaches, and help to develop group activity
Music Key Stages 3-4	<ul style="list-style-type: none"> • perform and compose • develop and apply the skills of speaking and listening through appraising their own and others' work
Design and Technology Key Stages 3-4	<ul style="list-style-type: none"> • ask questions and seek out information to develop and support their design ideas • communicate and record their ideas and intentions by explaining, writing, sketching, using detailed technical and three-dimensional models • communicate with peers, staff and the public to survey the impact of designs and analyse how DT products impact on people and the environment.
Modern Foreign Languages Key Stages 3-4	<ul style="list-style-type: none"> • develop skills in verbal communication, reading writing and the wider communication skills in the target language • listen attentively, learn new sound patterns, speak with confidence, read arrange of texts and produce a variety of types of writing • deal with more extended and complex language in order to develop as independent language users • communication skills in a new language build on and support the development of communication skills in English.

Communication skills across the curriculum

As of October 2015 a statutory framework is in development for KS3-5 in order to provide guidance about continuity and progression in developing thinking, communication, ICT and number for learners from 11–19.

At Key Stages 3 and 4, learners should be given opportunities to build on skills they have started to acquire and develop at Primary & Foundation Phase. Learners should continue to acquire, develop, practise, apply and refine these skills through group and individual tasks in a variety of contexts across the curriculum. Progress can be seen in terms of the refinement of these skills and by their application to tasks that move from: concrete to abstract; simple to complex; personal to the 'big picture'; familiar to unfamiliar; and supported to independent and interdependent.

For 14–19 learners, the framework should provide the basis for making effective progress in these skills, which can be assessed through a range of qualifications, including Key Skills.

Developing thinking

Learners develop their thinking across the curriculum through the processes of **planning, developing and reflecting**

In **English**, learners explore, plan, develop and reflect on ideas through speech, reading and writing, responding to their own work as well as that of others. They analyse, structure and organise their work; use language creatively; use errors and unexpected outcomes to develop their learning; use their knowledge about language to explain and predict; describe links and similarities in language; identify patterns and formulate rules; discuss their language learning and evaluate their success.

Developing communication

Learners develop their communication skills across the curriculum through the skills of **verbal communication, reading, writing and wider communication**.

In **English**, learners communicate through speaking, listening, reading and writing, developing these skills through appraisal of their own work and that of others. In doing so, they learn how to communicate effectively for a range of purposes and with a range of audiences. They deal with extended and increasingly complex language in order to develop as independent and confident users. Their communication skills in English support and enhance the development of skills in other languages.

Developing ICT

Learners develop their ICT skills across the curriculum by **finding, developing, creating and presenting information and ideas** and by using a wide range of equipment and software.

In **English**, learners develop their ICT skills by communicating and sharing information, and by using technology to research, develop and present their work.

Developing number

Learners develop their number skills across the curriculum by **using mathematical information, calculating, and interpreting and presenting findings**.

In **English**, learners develop skills in the application of number through activities which include number rhymes, ordering events in time, gathering information in a variety of ways, including questionnaires; accessing, selecting, recording and presenting data in a variety of formats.