Literacy and Numeracy Policy

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Literacy and Numeracy Policy

Literacy and Numeracy Mission Statement

The Kingston Academy is committed to raising standards of numeracy and literacy in all its pupils, so that they develop the ability to use these core skills effectively in all areas of the curriculum and, most importantly, are prepared with the necessary skills to cope confidently with the demands of further education, employment and adult life.

Part 1

1.Numeracy policy

Numeracy is a proficiency that involves confidence and competence with numbers and measures. It requires an understanding of the number system, a repertoire of computational skills and an inclination and ability to solve number problems in a variety of contexts. Numeracy also demands a practical understanding of the ways in which information is gathered by counting and measuring, and is presented in graphs, diagrams, charts and tables.
(Framework for Teaching Mathematics – years 7 to 9 – DfES)

1.1 Aims of the TKA Numeracy policy
- To raise the profile of numeracy across the school.
- To support the transfer of pupils' knowledge, skills and understanding between subjects by ensuring consistency of practice including methods, vocabulary and notation.
- Make numeracy teaching an overt part of every curriculum area where it naturally arises.

1.2 Department of mathematics
- Create a positive and attractive environment which celebrates numeracy.
- To ensure pupils meet the expectations of a year 6 pupil when they enter in year 7 and meet or exceed the expectations of a year 9 pupil when they complete KS3 (see Appendix 1)
- Run the Numeracy Ninjas programme in Year 7 (and in other year groups where necessary) to fill gaps in pupils' basic mental calculation strategies and also to empower them with the numeracy skills and fluency required to fully access GCSE Maths concepts when they move to Key Stage 4 study
- Identify pupils who require additional intervention to plug numeracy gaps, including those who are eligible for numeracy catch-up funding. Intervention is delivered during Aspire-SMART by pupils through a peer tutoring programme and by maths teachers.
- Run the Times Tables Rock Stars programme in Year 7 (and in other year groups where necessary) to improve pupils' speed and accuracy in recalling their times tables, an essential skill to free up working memory to solve other problems.
- Identify pupils who require additional support to learn their times tables effectively
- Seek opportunities to use topics and examination questions from other subjects in mathematics lessons.
- Be aware of the mathematical techniques used in other subjects and provide guidance and training to other departments so that a sound, coherent and consistent approach is used in all subjects, using preferred methods.
- Provide information about common misconceptions and errors which may occur during teaching of specific topics.
- Provide guidance to other departments on what numeracy skills pupils are expected to have acquired by any given stage, so that teachers know whether a skill needs teaching for the first time or reinforcing. For example, Science teachers will need to teach graph skills in Year 7 as this is not addressed in Mathematics until Year 9.

1.3 All other subjects
- Create a positive and attractive environment which celebrates numeracy.
- Ensure that they are familiar with correct mathematical language, notation, conventions and techniques relating to their own subject and encourage pupils to use these correctly
- Be aware of appropriate expectations of pupils and difficulties that might be experienced with numeracy skills.
- Explore possibilities for cross-curricular links with the department of Mathematics (see appendix 2 for Scheme Of Work overview)

1.4 Mathematics across the Curriculum
Mathematical skills can be consolidated and enhanced when pupils have opportunity to apply and develop them across the curriculum. Poor skills, in particular, hold back pupil's progress and lower their self-esteem.

All teachers should consider pupil's ability to cope with the numerical demands of everyday life and provide opportunities for pupils to:
- Handle number and measurement competently, mentally, orally and in writing.
- Use calculators accurately and appropriately.
- Interpret and use numerical and statistical data represented in a variety of forms.

1.5 Specific mathematical links with other subjects

Department	Mathematical content
Art	Symmetry; paint mixtures as a ratio
Geography	Representing data; use of spreadsheets
History	Timelines; sequencing events
Digital Literacy	Collecting and representing data
MFL	Dates; counting in other languages
PE	Collection of real data
Science	Formula; calculating means and percentages; calculating with positive, negative and decimals; substitution; rearranging formula; collect and representing data.
DT	Measurement; properties of shape; scaling and ratio.
English	Identifying important information in a text will help them to better understand problem solving questions.
Music	Sequencing

1.6 General advice
The transfer of skills is something that many pupils find difficult. It is essential to start from the basis that pupils realise it is the same skill that is being used; sometimes approaches in subjects differ so much that those basic connections are not made.

1.6.1. Calculators
In order to improve numeracy skills, it is essential that pupils should be encouraged to use non-calculator methods whenever possible. All should have calculators when they are necessary.

1.6.2. Methods
It is important that all department are consistent with methods used for calculations to avoid confusion. This does not disallow the possibility of introducing a new method in order to improve understanding or part of a lesson designed to investigate alternative methods.

1.6.3. Working out
In all arithmetic, the importance of place value and neat column keeping should be stressed.
E.g £3.50 x 0.85 + £3.50

This is poor practice: £3.50 x 0.85 = 2.975 + 3.50 = 6.475 = £6.48

This is good practice: 3.50 x 0.85 + 3.50 = 2.975 + 3.50
$$= 6.475$$
$$= £6.48$$

The whole calculation is shown and subsequent equals signs are aligned vertically.

1.6.4. Language
We must be consist using the correct mathematical language at all times.

- When referring to decimals say "three point one four" rather than "three point fourteen".
- Units of area and volume:
    - cm^2 is read as 'square centimetres' (not 'centimetres squared' or 'squared centimetres')
    - m^3 is read as 'cubic metres' (not 'metres cubed')
- Read numbers out in full, so for 3400 say "three thousand, four hundred" rather than "three, four, zero, zero".
- It is important to use the correct mathematical term for the types of average being used, i.e. mean, mode or median.
- When referring to a number rather than a operation, use the terminology negative 7, not minus 7, unless talking about temperature.
- Encourage pupils to be less dependent on simple words e.g exposing them to the word "multiplied by" as a replacement for "times".
- Highlighting word sources e.g. quad means 4, lateral means side so that pupils can use them to help remember meanings. This applies to both prefixes and suffixes.
- Discussion about words that have different meanings in Mathematics from everyday life e.g. take away, product, similar etc.

1.7 Specific Advice

1.7.1 Reading and writing numbers
Pupils must be encouraged to write numbers simply and clearly.

Most pupils are able to read, write and say numbers up to a thousand, but often have difficulty with larger numbers. It is now common practice to use spaces rather than commas between each group of three figures, for example:. 34 000 not 34,000 though the latter will still be found in many textbooks and cannot be considered incorrect.

In reading large figures pupils should know that the final three figures are read as they are written as hundreds, tens and units.
Reading from the left, the next three figures are thousands and the next group of three are millions, for example: 3 027 251 is three million, twenty seven thousand and fifty one.

1.7.2 Order of Operations

It is important that pupils follow the correct order of operations for arithmetic calculations. Most will be familiar with the mnemonic BIDMAS:

- Brackets
- Indices
- Division & Multiplication (equal priority - where both exist, you go from left to right)
- Addition & Subtraction (equal priority - where both exist, you go from left to right)

This shows the order in which calculations should be completed, for example:

$5 + 3 \times 4 = 5 + 12$	$5 + 3 \times 4 = 8 \times 4$
$= 17$	$= 32$ (incorrect)

The important facts to remember are that the Brackets are done first, then Indices, Multiplication and Division and finally, Addition and Subtraction, for example:

(i) $(5 + 3) \times 4$ $= 8 \times 4$
                  $= 32$

(ii) $5 + 6^2 \div 3 - 4$ $= 5 + 36 \div 3 - 4$
                  $= 5 + 12 - 4$
                  $= 17 - 4$
                  $= 13$

Care must be taken with Subtraction, for example:

(i) $5 + 12 - 4$ but $5 + 12 - 4$
      $= 17 - 4$ $= 5 + 8$
      $= 13$ $= 13$ (wrong)

(ii)   5 −12 + 4   but   5 −12 + 4

          = -7 + 4   = 5 − 16

          = -3   = -11   (wrong)

For -11 to be correct it would have to be written: 5 – (12 + 4) so that the bracket is worked out first.

1.7.3 Calculators

Some pupils are over-dependent on the use of calculators for simple calculations. Wherever possible pupils should be encouraged to use mental or pencil and paper methods. It is, however, necessary to give consideration to the ability of the pupil and the objectives of the task in hand. In order to complete a task successfully it may be necessary for pupils to use a calculator for what you perceive to be a relatively simple calculation. This should be allowed if progress within the subject area is to be made. Before completing the calculation pupils should be encouraged to make an estimate of the answer. Having completed the calculation on the calculator they should consider whether the answer is reasonable in the context of the question.

1.7.4 Mental Calculations

Most pupils should be able to carry out the following processes mentally though the speed with which they do it will vary considerably.

- recall addition and subtraction facts up to 20

- recall multiplication and division facts for tables up to 10 x 10.

Pupils should be encouraged to carry out other calculations mentally using a variety of strategies but there will be significant differences in their ability to do so. It is helpful if teachers discuss with pupils how they have made a calculation. Any method which produces the correct answer is acceptable, for example:

      53 + 19 = 53 + 20 − 1

    284 − 56 = 284 − 60 + 4

    32 x 8 = 32 x 2 x 2 x 2

      76 ÷ 4 = (76 ÷ 2) ÷ 2

1.7.5 Written Calculations

Use of the '=' sign:

Pupils often use the ' = ' sign incorrectly. When doing a series of operations they sometimes write mathematical sentences which are untrue, for example:

      5 x 4 = 20 + 3 = 23 − 8 = 15   5 x 4 $\neq$ 15

It is important that all teachers encourage pupils to write such calculations correctly:

$$5 \times 4 = 20$$
$$20 + 3 = 23$$
$$23 - 8 = \underline{15}$$

The ' = ' sign should only be used when both sides of an operation have the same value. There is no problem with a calculation such as:

$$43 + 57 = 40 + 3 + 50 + 7 = 90 + 10 = \underline{100}$$

since each part of the calculation has the same value.

The '≈' (approximately equal to) sign should be used when estimating answers.

$$\text{eg } 2\,378 - 412 \approx 2\,400 - 400$$

$$2\,400 - 400 = \underline{2\,000}$$

Written method Multiplication:

Multiplication

$$\begin{array}{r} 327 \\ \times \quad 53 \\ \hline 98_2 1 \\ 16_13_3 50 \\ \hline \end{array}$$

← 327 × 3
← 327 × 50

Written method Long division:

$$\begin{array}{r} \quad\quad 27 \\ 13\overline{\smash{\big)}\ 351} \\ -\ 260 \\ \hline \quad 91 \\ -\ 91 \\ \hline \quad\ 0 \end{array}$$

1.7.6 Percentages:
Whilst pupils should be familiar with many operations involving percentages in mathematics lessons it is not proposed to elaborate on all of them in this policy. The following is a sample of operations which pupils will be expected to use in other areas:

Calculating percentages of a quantity
Methods for calculating percentages of a quantity vary depending upon the percentage required. Pupils should be aware that fractions, decimals and percentages are different ways of representing part of a whole and know the simple equivalents, for example:

10% = $^1/_{10}$ 12% = 0.12

Where percentages have simple fraction equivalents, fractions of the amount can be calculated, for example:

    i) To find 50% of an amount, halve the amount.
    ii)To find 75% of an amount, find a quarter by dividing
        by four and then multiply it by three.

Most other percentages can be found by finding 10%, by dividing by 10, and then finding multiples or fractions of that amount, for example:

    To find 30% of an amount first find 10% by dividing the
    amount by 10 and then multiply this by three.
    30% = 3x10%

Similarly: 5% = half of 10% and 15% = 10% + 5%

Most other percentages can be calculated in this way.

When using the calculator it is usual to think of the percentage as a decimal. Pupils should be encouraged to convert the question to a sentence containing mathematical symbols. ('of' means ×), for example:
    Find 27% of £350 becomes
            0.27 × 350 =
and this is how it should be entered into the calculator.

Calculating one number as a percentage of another

This is one of the most essential numeracy techniques pupils need to be able to do effortlessly, for example, converting a test score of 43 out of 70 to a percentage, pupils should know and understand the following steps:

1. Write '47 out of 70' as a fraction   43/70
2. Convert the fraction to a decimal   43 ÷ 70 = 0.61428…
3. ×100 to convert the decimal to a percentage   0.6142… × 100 = 61.428…%
4. Round the percentage to an appropriate degree of accuracy   **61.4% to 1 decimal place**

In practice, this can entered **on a calculator** simply as   43 ÷ 70 × 100

and **written as** $\frac{43}{70}$ x 100% = 61.4%

Numeracy Appendix 1 -Pupil expectations entering and leaving Key Stage 3

Part A

Year 6 Pupils should :

Have a sense of the size of a number and where it fits in the number system;

Know number bonds by heart e.g. tables, doubles and halves;

Use what they know by heart to work out answers mentally;

Calculate accurately and efficiently using a variety of strategies, both written and mental;

Recognise when AND when not to use a calculator; using it efficiently if needs be;

Make sense of number problems, including non-routine problems, and recognise the operations needed to solve them;

Explain their methods and reasoning using correct mathematical terms;

Judge whether their answers are reasonable, and have strategies for checking;

Suggest suitable units for measuring;

Make sensible estimates for measurements;

Explain and interpret graphs, diagrams, charts and tables;

Use the numbers in graphs, diagrams, charts and tables to predict.

Part B

Year 9 pupils should:

Have a sense of the size of a number and where it fits into the number system;

Recall mathematical facts confidently;

Calculate accurately and efficiently, both mentally and with pencil and paper, drawing on a range of calculation strategies;

Use proportional reasoning to simplify and solve problems;

Use calculators and other ICT resources appropriately and effectively to solve mathematical problems, and select from the display the number of figures appropriate to the context of a calculation;

Use simple formulae and substitute numbers in them;

Measure and estimate measurements, choosing suitable units and reading numbers correctly from a range of meters, dials and scales;

Calculate simple perimeters, areas and volumes, recognising the degree of accuracy that can be achieved;

Understand and use measures of time and speed, and rates such as £ per hour or miles per litre;

Draw plane figures to given specifications and appreciate the concept of scale in geometrical drawings and maps;

Understand the difference between the mean, median and mode and the purpose for which each is used;

Collect data, discrete and continuous, and draw, interpret and predict from graphs, diagrams, charts and tables;

Have some understanding of the measurement of probability and risk;

Explain their methods, reasoning and conclusions, using correct mathematical terms;

Judge the reasonableness of solutions and check them when necessary;

Give their results to a degree of accuracy appropriate to the context.

Numeracy Appendix 2 -TKA MATHS Key Stage 3 Scheme of Work (provided for reference for potential cross-curricular links):

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	**Core**	**Add and subtract** • Place value • Add and subtract (inc. decimals) • Pre-algebra • Using derived facts • Perimeter • Negative numbers	**Multiply and divide** • Factors, HCF, multiples, LCM • Multiply, divide by powers of ten • Multiply and divide (inc. decimals) • Structural arithmetic • Calculate the mean • Negative numbers	**Geometry** • Draw, measure and name acute, obtuse and reflex angles • Find unknown angles (straight lines, at a point, vertically opposite) • Properties of triangles and quadrilaterals • Area of rectangle and triangle	**Fractions** • Equivalent fractions • Compare and order fractions and decimals • Add and subtract fractions (inc. mixed numbers) • Fraction of a quantity • One number as a fraction of another	**Applications of algebra** • Order of operations • Substitution • Simplifying algebraic expression (inc. single brackets) • Solve word problems with expressions	**Percentages and pie charts** • Interpret pie charts • Convert between %, fractions and decimals • Percentage of a quantity • Find the whole given the part and the percentage • Solve word problems with proportion
	A	• Different number systems • Binary and other bases			• Egyptian fractions	• Algebraic fractions	
8	**Core**	**Number** • Primes, indices, roots • Prime factorisation to find LCM, HCF, squares, cubes • Using a calculator • Index laws • Rounding, significant figures and estimation • Multiply and divide fractions and mixed numbers (inc. cancelling) • Calculate with positive rational and decimal numbers	**Algebraic expressions** • Calculate and evaluate expressions with rational numbers • Algebraic manipulation • Index laws • Linear equations (including unknown on both sides) • Forming equations • Expressions and equations from the real world • Sequences: nth term	**2D Geometry** • Find unknown angles (including parallel lines) • Angles in Polygons • Area and perimeter of composite figures • Area of parallelograms and trapezia • Conversion between length units and between area units • Construct triangles, quadrilaterals (ruler, protractor, compasses) • Congruency	**Proportional Reasoning** • Ratio (equivalent; dividing) • Convert between fractions, percentages and decimals • Rates and proportion • Speed, distance and time • Percentage change (inc. as a fraction or decimal) • finding the whole given the part and the percentage • Standard Form	**Circles & 3D Geometry** • Circumference and area of a circle • Pythagoras' Theorem • Properties of 3D shapes (names, nets, faces, edges, vertices) • Surface area and volume of cuboids, prisms, cylinders, composite solids • Conversion between mass units and between volume units	**Statistics** • Probability & sets • Collecting and organising data • Construction and interpretation of graphs – pictograms, bar charts, pie charts, histograms, line graphs • Mean, median, mode & range • Interpret and compare statistical representations
	A	• Square root test for primes	• More complex sequences	• Geometric Proof	• Converting between recurring decimals and fractions	• Exact calculations: pi	
9	**Core**	**Algebraic expressions** • Changing the subject of a formula • Simplifying, including simple surd arithmetic • Factorisation (inc. quadratic expressions) • Solve quadratic equations	**Graphs and proportion** • Cartesian coordinates • Linear graphs, gradients and intercepts • Rearrange equations to y - mx + c or ax + by = c	**Statistics** • Comparing two data sets • IQR • Mean of grouped data • Scatter graphs • CF graphs, box plots	**2D Geometry** • Translations, reflections, rotations • Enlargements • Similarity • Trigonometry (RA triangles)	**Equations and inequalities** • Construct and solve Inequalities (one unknown) • Show inequalities on a number line • Simultaneous linear equations	**2D Geometry** • Constructions (bisectors & perpendiculars) • Loci • Bearings • Prove and use basic circle theorem (tangent, semi-circle)

	• Operations with algebraic fractions	• Midpoints and lengths of line segments • Scales • Modelling and estimating with graphs • Direct proportion • Quadratics graphs • Distinguish between sequences , including quadratic, through differences and ratios of subsequent terms						
A	• Expand product of 3 or more binomials • Solving equations with algebraic fractions				• 3D coordinates and Pythagoras	• Equations which require rearrangement • Show the solution to an inequality in two variables on a plane	•	

Part 2

2. Literacy policy

2.1 What do we mean by literacy?

'literacy is the ability to read, write, speak and listen well. A literate person is able to communicate effectively with others and to understand written information.'

(The National Literacy Trust)

'[Literacy is] the level of skill in reading and writing that any individual needs in order to cope with adult life'

(Lawton and Gordon, 1996)

2.2 Literacy at TKA
While the above definitions give a basic understanding of functional literacy, they risk reducing the vital importance of the ability to understand and wield language effectively; 'literacy is too important to be reduced to a set of basic competences to be taught and learned according to a single pattern of instruction' (Meek 1998). At TKA our aim is not only to provide pupils with the requisite literacy skills, but also produce critical, engaged and discerning users of language.

2.3 Aims of the TKA Literacy policy:
● To promote and develop a reading culture at TKA
● To develop a common language around, and approach to, literacy teaching across the school
● To support and empower staff to effectively teach literacy skills in their subject

2.4 The English Department:
The English department are driving the development of literacy teaching and training across the school. The department helps foster a love of reading through the Reading Challenge, Tudor Road library visits, World Book Day activities, star reader awards, the Spelling Bee and, most importantly,

through learning and teaching. Our rigorous Key stage 3 curriculum focuses on a diversity of text types but with a key focus on high-quality, engaging and challenging texts.

The English department also has a responsibility to ensure that all pupils can meet the literacy expectations of a year 6 pupil when they enter in year 7 and meet or exceed those of a year 9 pupil when the complete KS3 (see Appendix 1 for details). If pupils fall short of this, the English department must work to support these pupils. Much of this work is done through quality-first teaching in the classroom, however there are also additional ways the department will intervene to support key pupils.

The department literacy interventions include:
- The paired reader programme for pupils with a reading age below their actual age
- EAL intervention
- Year 7 low reading comprehension intervention

Members of the English department work with the rest of the staff to help develop their confidence and skills in delivering literacy teaching across the curriculum though CPD activities and learning and teaching support.

2.5 Literacy across the Curriculum- In all subjects, teachers should:

- Focus on explicit teaching of vocabulary and keywords
- Encourage reading in their subject
- Have high expectations of pupils' written and oral literacy, and model these in their own speech and writing
- Challenge misconceptions and correct errors in oral and written literacy
- Explore possibilities for cross-curricular links with the English department (see appendix 2 for Scheme Of Work overview)

2.6 Literacy across the Curriculum (examples of how literacy is being embedded across the curriculum):

Subject	Literacy initiatives:
Maths	Extended oral responses using keywords/ raising literacy expectations in maths lessons
Spanish	Raise standards of written/verbal answers
Geography	Raise standards of written answers
	Raise standards of extended writing
History	Raise standards of extended writing
	SPaG - embed keywords
Digital Literacy	Keywords embedded into lessons
Music	Greater use of musical language in listening & written work

Art	Raise standard of the use of keywords/terms used in written and verbal answers
	Raise standard of annotations and artist research tasks
PE	Keywords embedded during lessons
	Raise standard of the use of keywords/terms used answering questions/engaging in discussions
Philosophy & Ethics	Embed keywords
	Develop extended writing
Drama	Develop use of subject specific terminology
Science	Correct spelling of key technical terms

2.7 General advice:

2.7.1 Oral literacy:
- Stress the importance of pupils hearing and being able to use 'standard English'.
- Model best practice- they learn from you!
- Praise and reward good speaking and listening; focus on these skills at particular times, with clear explanations of 'what I'm looking/listening for'
- Use examples of good speaking to reinforce effective communication: 'Jacob, you used two of our keywords and expressed yourself very well. Nice work.'
- Challenge poor articulation rather than just accepting the 'gist' of a response
- Avoid glossing pupils' responses yourself- make them work to express their ideas effectively
- Allow oral rehearsal time before written tasks- paired/group discussion, narrating a response as a class before writing it etc.
- Allow pupils time to mentally articulate before they verbally articulate- Pose Pause Pounce

2.7.2 Vocabulary learning and spelling:
- Make vocab/keyword learning explicit
- Pupil friendly definitions- sometimes the dictionary definition is too opaque (get your pupils to generate their own definitions)
- Visual dictionaries- get pupils to represent the word's meaning in an image/drawing
- Break words (especially polysyllabic words) into smaller chunks. Colour chunking can help with spelling and memorisation
- Contextualise- give examples of the word used in a sentence- He had inherited his father's blue eyes.
- Personalise- Get pupils to use the word in a context that is relevant to them/ is fun and memorable- Unfortunately for his blood pressure, Mr Bell had inherited a passion for cheese.
- Explain the etymology (if you know it!)- Hypocrite comes from the greek word for 'actor' (hupokrites)
- Repeat! Vocab and keyword learning only sticks in the long term memory if the words are reinforced and used regularly

- Interleaved learning: Learn, rest, repeat!

2.7.3 Literacy expectations and marking:
Focus on marking, significant, extended pieces of work that you have made it clear to the pupils that you will be marking for literacy. Marking every single piece of work for literacy is unsustainable and has limited impact.

Questions to consider in your subject:
- What FORMS of writing regularly take place in your subject? reviews, articles, experiments, essays etc.
- Are pupils clear on the expectations of these forms of writing? Layout, formality, intention etc.
- How do you make these expectations clear to pupils? Success checklist, displays, models and exemplars etc.
- Do you give feedback to pupils based on these expectations?

Focus on marking for persistent and significant errors (the big 4):
1. Apostrophes-
2. Sentence fragments and run-ons
3. Homophones-
4. Paragraphs-

Specific expectations:
- All staff should use the literacy marking policy when marking for literacy to ensure a consistent approach
- All subjects should have the literacy checklist displayed in classrooms
- All classrooms should have key subject terminology displayed.

Literacy Appendix 1: Pupil expectations entering and leaving Key Stage 3

<u>**Year 6 Pupils can:**</u>

<u>Writing:</u>
• write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
• in narratives, describe settings, characters and atmosphere
• integrate dialogue in narratives to convey character and advance the action
• select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
• use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs • use verb tenses consistently and correctly throughout their writing
• use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)
• spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
• maintain legibility in joined handwriting when writing at speed.

<u>Reading:</u>
• read age-appropriate books with confidence and fluency (including whole novels)
• read aloud with intonation that shows understanding
• work out the meaning of words from the context
• explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence
• predict what might happen from details stated and implied
• retrieve information from non-fiction
• summarise main ideas, identifying key details and using quotations for illustration
• evaluate how authors use language, including figurative language, considering the impact on the reader
• make comparisons within and across books.

<u>**Year 9 Pupils can:**</u>

<u>Writing:</u>
write accurately, fluently, effectively and at length for pleasure and information through:
- writing for a wide range of purposes and audiences, including:
  - • well-structured formal expository and narrative essays
  - • stories, scripts, poetry and other imaginative writing
  - • notes and polished scripts for talks and presentations
  - • a range of other narrative and non-narrative texts, including arguments, and personal and formal letters
- summarising and organising material, and supporting ideas and arguments with any necessary factual detail
- applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form

- drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing

plan, draft, edit and proof-read through:
- considering how their writing reflects the audiences and purposes for which it was intended
- amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness

consolidate and build on their knowledge of grammar and vocabulary through:
- extending and applying the grammatical knowledge developed in key stage 1 and 2 programmes of study to analyse more challenging texts
- studying the effectiveness and impact of the grammatical features of the texts they read
- drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects
- knowing and understanding the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English
- using Standard English confidently in their own writing and speech
- discussing reading, writing and spoken language with precise and confident use of linguistic and literary terminology.

Reading:
understand increasingly challenging texts through:
- learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries
- making inferences and referring to evidence in the text knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension
- checking their understanding to make sure that what they have read makes sense.

read critically through:
- knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning
- recognising a range of poetic conventions and understanding how these have been used
- studying setting, plot, and characterisation, and the effects of these
- understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play
- making critical comparisons across texts
- studying a range of authors, including at least two authors in depth each year.

Speaking:
speak confidently and effectively, including through:
- using Standard English confidently in a range of formal and informal contexts, including classroom discussion
- giving short speeches and presentations, expressing their own ideas and keeping to the point
- participating in formal debates and structured discussions, summarising and/or building on what has been said

- ○ improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.

Literacy Appendix 2 -Key Stage 3 English Scheme of Work (provided for reference for potential cross-curricular links):

The Kingston Academy - English KS3 overview 2017-18				
term	Durati on	Year 7 - Journeys	Year 8 - Identity	Year 9 - Conflict
Autumn 1	7 weeks	Journeys - autobiographical writing ('Toast' by Nigel Slater, 'Soul Surfer' by Bethany Hamilton, 'I am Malala' by Malala Yousafzai, Bear Grylls)	'Curious Incident of the Dog in the Night Time' by Mark Haddon	'Lord of the Flies' by William Golding
Autumn 2	7 weeks	Introduction to Poetry - ('How to eat a poem', 'The Eagle', 'Introduction to poetry' 'The Fog', 'I am a parrot')		
Spring 1	5.5 weeks	'The Tempest' by William Shakespeare	London poetry ('The British' by Benjamin Zephaniah, 'London' by William Blake, 'Composed Upon Westminster Bridge' by William Wordsworth.)	'Romeo and Juliet' by William Shakespeare.
Spring 2	6 weeks		A Midsummer Night's Dream by William Shakespeare.	
Summe r 1	6 weeks	'The terrible thing that happened to Barnaby Brocket' by John Boyne	Anti-heroes and villains	Gothic writing (Dracula, Frankenstein, The Red Room)
Summe r 2	7 weeks		Charity pitch (group project) - designing logo, slogan, poster campaign, video and letter.	GCSE Poetry cluster - Power and conflict

This policy is reviewed annually. **Next review due April 2019.**

Dated: 30 April 2018

Signed:

Sophie Cavanagh, Head teacher

Andy Hudson, Chair Curriculum Performance and Standards