



# The Marlborough Science Academy

<b>The Marlborough Science Academy</b> <b>Oracy, Reading and Literacy Policy</b>	
<b>Responsible Governing Body Committee:</b>	
<b>Policy type:</b>	<b>Additional</b>
<b>Date of Origin:</b>	<b>October 2023</b>
<b>Adopted by:</b>	
<b>Author:</b>	<b>Hayley Redfern</b>
<b>Location:</b>	
<b>Filename:</b>	

<b>Review Due Date</b>	<b>Review Completed</b>	<b>Amendments Y/N</b>
October 2025		

## **Relationship to other policies**

- Curriculum Policy
- Teaching and Learning Policy
- Pupil Premium Policy

Oracy\*, reading and literacy is the ability to recognise, understand and use language, both at a written and a spoken level to make progress at school and in society in general. At The Marlborough Science Academy we believe that oracy, reading and literacy is a whole school responsibility and is the nexus in ensuring that all young people are able to thrive in the wider world.

\*Oracy can be defined as the ability to articulate ideas, develop understanding and engage with others through spoken language.

### **Purpose:**

- Language is an essential life skill and every child in our school will be taught how to develop these skills. While every teacher may not be a teacher of English, every teacher must recognise themselves as a teacher of language and communication and demonstrate high quality language and literacy skills.
- Language development is the collective responsibility of all staff. Only then can we ensure pupils enjoy language and communication in all their forms, and can use language to explore, organise and communicate.
- Similarly, the various languages spoken in The Marlborough Science Academy should be given recognition and respect by all students and staff to promote cultural awareness as well as cognitive learning.
- Staff will ensure that appropriate strategies are in place for student achievement across the key stages in reading, literacy and oracy.

### **Implementation:**

- Literacy Lead to ensure faculties have access to literacy teaching and learning strategies.
- Literacy Lead to ensure consistency of marking for literacy across all faculties.
- Students in KS3 will have a designated reading lesson and if required, specialised support.
- Oracy strategies shared and used to develop teaching and learning.
- High quality texts to be used to challenge learners at all levels.
- Students will be given regular feedback on reading, literacy and oracy skills.

### **The role of the teacher, all teachers will:**

- Recognise the importance of the three areas of literacy: reading, writing and oracy. Teachers will realise that a weakness in any one of these key areas of language acquisition can have serious effects on the achievements of a student in any subject area and at any key stage.
- Teach language skills within a variety of curriculum contexts by meaningful, relevant activities undertaken in all subject areas.
- Produce schemes of work across the curriculum that will highlight the importance and inclusion of literacy as being part of the subject, rather than an appendage.
- Ensure all reading material is of a high quality.
- Set learning tasks to support reading and literacy skills.
- Use a range of reading, literacy and oracy strategies in lessons.
- Mark for literacy using literacy codes.
- Communicate with parents/carers if there is a problem regarding reading, literacy or oracy.
- Reward students for their reading, literacy and oracy work.

### **Who/What was consulted:**

- Senior Leadership Team
- Head of Faculty for English and LRC Manager

### **Arrangements for monitoring and evaluation:**

- Faculty deep dives
- Line Management Meetings
- School Improvement Plan/SEF