

Mortimer Whole School Literacy Aims:

Reading:

- To create an environment where reading is promoted across the school by all staff
- To provide time in every lesson where vocabulary and texts are a focus
- To support reading through a range of strategies
- To encourage 'reactions to reading' in both school and the wider world

Writing:

- To provide pupils with a range of challenging writing tasks within subjects
- To support writing with frames or scaffolds, where appropriate, and to use modelling
- To ensure students write with clear sentence demarcation in all subjects
- To build in time for reflection and improvement

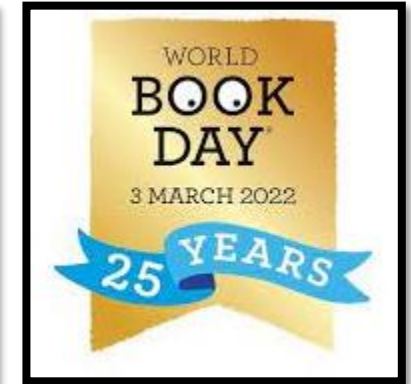
Speaking & Listening:

- To raise awareness of the importance of speaking and listening skills across the school
- To encourage a more systematic approach to the use of speaking and listening tasks in all subjects, including the use of key roles and 'speak like an expert' stems



English department - helping students to 'consistently read widely...'

- ❑ Y7 Book Buzz
- ❑ Y7 Book Club / Reading club 2023/24
- ❑ Carnegie Medal Shadowing Group
- ❑ World Book Day celebration
- ❑ Wider Academic Reading Homework
- ❑ Extracts from different units are available in the library and some on SORA
- ❑ Short story unit in year 7 and 2 full texts (novel and/or play at KS3)
- ❑ Additional texts added to year 7 RR to promote diverse authors
- ❑ September 2022 – Wider Academic Reading homework packs adapted to Reciprocal Reader and to update texts
- ❑ October 2022-Durham book Festival event inc. author zoom, RR lesson and writing competition for year 7
- ❑ December 2022-Annie Flannagan author visit for year 8 students



Selected literacy calendar events and competitions:

- Young Writers: Empowerment Writing Competition
- National Writing Day 23rd June 2022
- Little Rebels Award June 2022
- The Power of Poetry September 2022
- National writing competition – two students had their work published in a magazine
- Christmas Writing Competition Dec 2023



Technology and art 21-22 - helping students to 'consistently read widely...'

Promoting reading in technology and art

- ❑ Display boards with information about designers and artists
- ❑ Read - Retrieve - Relate
- ❑ Cultural Reading: henna, Chinese silk painting
- ❑ Researching a topic: 'web of lies'



Selected literacy calendar events and competitions:



- Pink Lady writing competition (Art and technology)
- Empathy day (Technology focus)
- Art/literacy competition based on *'The Alligator's Mouth'* awards (KS3)

Read-Retrieve-Relate
Food miles

Read
Greta Thunberg might only be 16 years old, but she has become famous all over the world for campaigning against climate change. She's given a number of powerful speeches since she first started her #FridaysForFuture movement last year. Millions of young people have joined her on protests, with many children walking out of school to take part. At an important climate summit in New York at the start of this week, she addressed world leaders in a passionate speech to encourage them to do more to protect the planet. It wasn't the first time that she has spoken out about the issue. Greta has talked many times about the importance of world leaders taking action to deal with climate change. This quote is taken from her powerful speech delivered to world leaders at the United Nations Climate Action Summit in New York earlier this week. "My message is that we'll be watching you. This is all wrong. I shouldn't be up here. I should be back in school on the other side of the ocean. Yet you all come to us young people for hope. How dare you. You have stolen my dreams and my childhood with your empty words. Yet I am one of the lucky ones. People are suffering".
Greta Thunberg, at UN Summit in New York
"We showed that we are united and that we, young people, are unstoppable." - UN Youth Climate Summit, New York City, 21 September 2019
Whilst in New York, Greta also addressed the first ever United Nations Youth Climate Summit. It came after she joined millions of people around the world for a **global climate strike**. The aim of the youth summit was to provide a platform for young leaders to offer their solutions to the climate change crisis.
"I want you to act as if the house is on fire, because it is." - World Economic Forum, Davos, 24 January 2019
This quote was her closing line of a speech given at the World Economic Forum in Switzerland earlier this year. In addition to speaking at events like this, Greta shows her commitment to the climate through her actions. Instead of flying to this meeting, she travelled for 32 hours by train. She famously does not travel by plane due to their high carbon emissions. For example, she sailed across the Atlantic to attend events in New York this month.

Retrieve
Food miles is the distance, as well as the form of transport food travels from farm to fork (producer to consumer). Food Miles has been accredited to climate change and the impact on the environment.
Produce a list of 6 ways in which we could reduce food miles.
Do you think individually we could have an impact on the environment and climate change? Explain your answer.

Relate
<https://youtu.be/c0mUV4zz9E4>
Did watching this video make you consider how many miles, food products have to travel to get to the consumer? Would you not consider buying a product if the food miles were excessive?
https://youtu.be/_mBgUqqnsyw
Did you agree or disagree with what he said? Explain your answer.



Creative Industries 22-23- helping students to 'consistently read widely...'

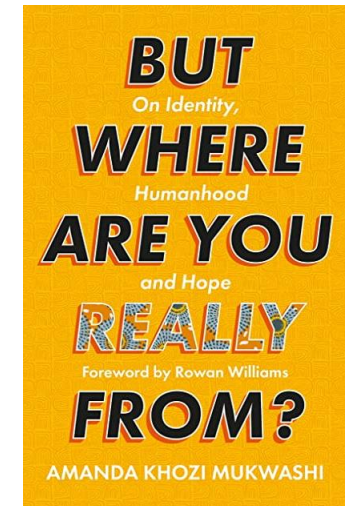
Promoting reading in Creative Industries

- Display boards with information about careers Updated in line with new language
- Read – Retrieve – Relate Now used for students suspended during practical
- Cultural Reading linking to design and ethical choices
- Researching a topic: 'web of lies'
- Topic fact sheets updated in line with new SDW and knowledge organisers devised for new quals and revision for students.
- Advanced text in HSC - psychologist, sociologists and legislation documentation
- Reciprocal reading - what would happen if.....
- Language development - key terminology and language acquisition incorporated into slides linking to where they may be used in ks4 content and qualifications
- Competition on open evening prizes were food related novels.
- Literacy focus based on celebration days - 1st Nov engineering day (moved to the following week due to holidays); Yr9 food -13th Jan -food diversity day; Yr8 Feb 27th - Cornish pasty day Yr7 Stop food waste day 26th April. KS4 food and health tbc.

RE - helping students to 'consistently read widely...'

Promoting reading in RE

- ❑ Y8 Case study for the relevance of Yoga society. Is it secular or religious?
- ❑ Continued analysis of source of authority and wisdom at KS3 and KS4. Reading antiquated language in holy text requires high levels of literacy.
- ❑ Exploration of news articles – exploring different viewpoints



Computing and business - helping students to 'consistently read widely...'

Promoting reading in Computing and Business

- Display boards with information about hardware, software, computer science and e-safety.
- Internet research
- Written support guides and training tutorials
- Encouraging people to read through watching videos with subtitles.
- Algorithms and sequences and pattern recognition.
- Reading scenarios that are used as part of Q/A
- Key words for topics with students understanding meanings

Selected literacy calendar events and competitions:

- First Lego League – Producing and presenting innovation project.



Maths - helping students to 'consistently read widely...'

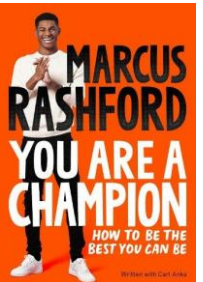
Promoting reading in maths

- A talk from the author of the Murderous Maths books.
- A display in the street of the above collection of books.
- Competition to win a set of the Murderous Maths books.
- Displays in classrooms containing exam command words.
- Key vocabulary is highlighted to students within lessons.
- In class display board provide command words and description of the meaning.
- New literacy board to highlight key books as recommended by teachers.
- Diversity content being added to every unit from 7 to 11.
- Statistical information read and interpreted in context.
- The department has introduced a collection of EDI PowerPoints which accompany each unit of work.

PE - helping students to 'consistently read widely...'

Promoting reading in P.E.

- ❑ Display boards with information about key topics. For example: components of fitness, sports, team fixtures and competitions, televised sports etc.
- ❑ Recommended reading books that link to sporting contexts, autobiographies etc.
- ❑ Key terms through life-skill focus each lesson – these are also displayed on display boards and whiteboards for key foci in lessons.
- ❑ Exploration of news articles and case studies.
- ❑ Dance anthologies - with annotation.
- ❑ Dance: Example 12-mark answers for students to read – This is read aloud as a class.
- ❑ Key vocabulary is highlighted to students within lessons.
- ❑ PE: KS4 text to support learning and encourage reading for deeper understanding.



Science (22/23) - helping students to 'consistently read widely...'

Promoting reading in science

- ❑ Each unit, at both key stage 3 and 4, has a comprehension task planned into the curriculum.
- ❑ The faculty has 'word of the week' programme – this programme uses key language from the curriculum plan
- ❑ Key vocabulary is highlighted to students within lessons. Complete key word lists available for each individual lesson.
- ❑ In class display boards provide key words and instructions for each of the 20+ core practical activities that students MUST complete at KS4
- ❑ Development of 'Scientist of the Month' (A series of mini biographies showcasing a diverse range of scientists) displayed along the science corridors.

Selected literacy calendar events and competitions:

- Planned Introduction of 'Stretch and challenge' wider reading articles – date TBC

Performing Arts - helping students to 'consistently read widely...'

- Read aloud tasks implemented into schemes of work
- Wide range of professional repertoire used (script work)
- Key vocabulary is highlighted to students within lessons
- Bringing characters to life and expanding imagination from stories
- Key themes, historical context and social influences from texts are discussed and explored, including 'social class' from *Blood Brothers (Drama)* *Case studies of musicians and producers (Music)*
- Reference cultural literature in relation to the music of the era
- Page to stage process explored including the initial read through
- KS4 – reading new text to encourage reading beyond the classroom.
- KS4 - Same text as English

Geography - helping students to 'consistently read widely...'

Promoting reading in geography

- Display boards in the corridors include up to date articles about geographical themes taught at KS3.
- Introduction of guided reading tasks at all levels.
- Key vocabulary is highlighted to students within **each topic booklet** and is then built into retrieval tasks.
- Year 9 topic 1 'Is our understanding of the world wrong?' strongly references the book 'Factfulness' by Hans Rosling. The topic includes extracts from the book which students read and answer questions about.
- Year 9 topic 6 'Will the global power struggle shape our future world?' Is based around the book 'Prisoners of Geography' by Tim Marshall.
- Students are given frequent opportunities to read in class (and are awarded class charts points for doing this) throughout all year groups and topics.
- Where it is fitting with the curriculum students will be given texts from the Literacy Engine and Wide World Magazine resources to encourage widening and deepening of subject knowledge.

History - helping students to 'consistently read widely...'

Promoting reading in history

- Display boards in the corridors including 'The periodic table of History' to promote opportunities for students to read.
- Historical scholarship embedded into the curriculum to improved disciplinary knowledge.
- Guided reading used in KS3 and KS4 to promote reading around the subject discipline.
- Key vocabulary is highlighted to students within lessons and then built into retrieval tasks.
- 'Going above and beyond' - Books highlighted to KS4 students to improve wider knowledge of the subject.

MFL - helping students to 'consistently read widely...'

- Reading display in MFL corridor – Previously book titles to translate. Currently a Spanish translation of 'The very hungry caterpillar.'
- Reading is a core skill and 25% of lesson time on average. Reading techniques are taught; deducing meaning and looking for context. Reading aloud is a focus for the new GCSE which Y7 and Y8 will sit so is a common focus in our lessons.
- NEW for 23-24: Reading comprehension homework for all of KS3. In the first two weeks of each half term students will complete a reading comprehension on a job and then something culturally significant to Spain.
- Bengali reading club after school.

Selected literacy calendar events and competitions:

- Weekly whole school Spanish wordle competition to develop vocabulary.

