

LITERACY



Literacy is EVERYONE'S responsibility! At Mortimer, we take a **DISCIPLINARY APPROACH** to Literacy, where teachers understand that **all teachers are teachers of Literacy**. Literacy is promoted in each subject in a way that is relevant to their discipline. All teachers must promote high standards of Literacy within their lesson by modelling reading using Mortimer's Reading Strategy, and through explicit teaching of vocabulary.

MORTIMER'S READING STRATEGY is used to ensure all students can access and understand challenging texts.

ACTIVATE PRIOR KNOWLEDGE

(what do students already know about the topic?)

PREDICT

(what do students think the text will be about?)

QUESTION

(ask and answer questions that check students' comprehension)

CLARIFY

(clarify any unknown vocabulary or ideas)

SUMMARISE

(summarise the key sections of the text)



READ WITH A RULER

When reading (exam questions, texts etc.), staff and students use a ruler allowing for everyone to follow and focus on the text. This:

- reduces extraneous load by blocking out the surrounding text;
- highlights only one line at a time;
- reinforces the importance of following and not 'skipping' ahead.



FULL STOPS AND CAPITAL LETTERS are to be used correctly in all sentences. All sentences include one main, clear point.



EXPLICIT VOCABULARY TEACHING

Key unit vocabulary (including tier 2 and tier 3 vocabulary) is to be taught in a consistent way. Teachers use morphology (word parts) to help students de-code root words and identify meaning. Vocabulary (identified on the **KEY VOCABULARY SHEETS**) is to be taught through the following steps:

1. Pronunciation - */ say, you say.*
2. Morphology - *identify the root and explore possible meaning.*
3. Definition - *this does not have to be a dictionary definition.*
4. Application - *use it in a sentence (verbally or written).*
5. Repeat - *students use the word in their work.*

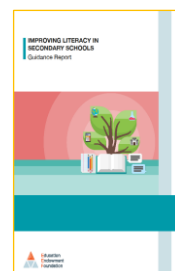


SUBTITLES

Any videos shown in lessons should have subtitles displayed to ensure active listening for all students.



Refer to **EEF GUIDANCE REPORT - IMPROVING Literacy IN SECONDARY SCHOOLS** for more information.



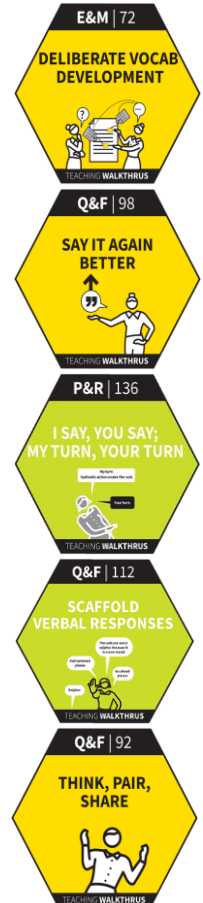
ORACY

All students should have the ability to use speech to communicate and express their thoughts. Oracy is promoted in every subject in a way that is relevant to its discipline.

MORTIMER'S ORACY STRATEGY is used to promote high standards of oracy within lessons.

- ✓ **VOLUME** - all students should speak 'loud and clear so all can hear'.
- ✓ **CHORAL RESPONSE** - **I say, You say** (vocabulary) or **Call and Cloze** (students fill in the gaps during retrieval).
- ✓ **THINK, PAIR, SHARE**
- ✓ **VOCABULARY** - students use key unit vocabulary in their spoken answers.
- ✓ **ANSWER IN FULL SENTENCES** and encourage students to 'Say it again better'.
- ✓ **BUILD AND FEED FORWARD** - students should have the opportunity to receive feedback on their verbal responses and feed their learning forward. Teachers use questions like 'Can you say more about?', 'Are you saying...?', 'Is that always the case?', and 'Everyone think, let's put that in our own words.'
- ✓ **QUESTIONING** - ask students what they thought about another student's response. If they are unsure what was said, encourage them to ask them to repeat or clarify. This, over time, builds habits of attentive listening and thoughtful response.
- ✓ **PARTIAL THINKING** - many students stay quiet because they're afraid of making mistakes. Encourage partial thinking, where students share ideas that are still developing. Sharing these early thoughts can support collective understanding and give the teacher valuable insight.

WALKTHRUS



VOICE 21 – THE ORACY FRAMEWORK

