Brecon High School Literacy Policy

January 2020 - Revised March 2023

"Literacy is a bridge from misery to hope. It is a tool for daily life in modern society. For everyone, everywhere, literacy is, along with education in general, a basic human right.... Literacy is, finally, the road to human progress and the means through which every man, woman and child can realise his or her full potential."

Kofi Annan

Rationale

Literacy underpins the school curriculum - we use the skills every day in order to communicate with and make sense of the world in which we live. Developing pupils' skills in language enables them to communicate effectively, expressing themselves clearly, both orally and in writing. Literacy improves pupils' potential for learning, their self-esteem, their confidence and belief in their own abilities and what they can achieve.

All teachers are teachers of Literacy, contributing to pupils' development of language skills since speaking, listening, reading and writing are integral to all lessons. There is a two-way process where literacy enhances the pupils' subject learning and the teaching of vocabulary contributes to developing language.

Aims

- To raise literacy attainment to maximise the potential of each child.
- To secure progress in Literacy for all pupils.
- To ensure that the teaching of literacy is embedded across the curriculum.

Objectives

We will:

- develop a shared understanding between all staff of the role of literacy in pupils' learning.
- involve all staff in the development and assessment of literacy in their curriculum areas.
- devise whole-school strategies and systems for literacy improvement.
- assess the literacy attainments of all pupils, effectively.
- raise pupils' expectations of achievement.
- develop pupils' confidence and self-expression so they can clarify and express their ideas and explain their thinking.
- ensure that pupils can read a variety of text types fluently, accurately and with understanding.
- provide opportunities for pupils to write coherently on a wide range of topics, using appropriate text types.

Strategies

We will:

- ensure that all staff are given practical literacy support and CPD. We will use research in cognitive science and evidence-based strategies to support reading and vocabulary development.
- develop a 'Literacy Toolkit' containing a variety of resources to support teachers and learning support staff.
- support staff in identifying opportunities within their subject areas to promote literacy development alongside the use of the BHS Literacy Skills maps which identify literacy priorities across the school year.
- use every available opportunity during the school day to develop pupils' vocabulary (tier 2 and 3 words as detailed in AoLE learning schedules). *See appendix 6 Tiered Vocabulary @BHS*
- allocate time within the school day for bespoke literacy interventions.
- ensure that all pupils experience literacy skills progression, regardless of their academic attainment.
- use baseline assessments to inform planning and monitor and track performance.
- promote good communication between all stakeholders.
- develop the library as a literacy hub to be used for Accelerated Reader, revision, literacy support, competitions, games and puzzles.
- ensure consistency by producing a literacy guide for staff and parents *(Appendix 1 and 5)*
- support pupils by producing a non-negotiables checklist to be used before pupils hand in their work.

Roles and Responsibilities

Lead Practitioner - Kellie Baron

- To promote and monitor the implementation of the Literacy policy and to evaluate its effectiveness.

Senior Leadership Team

- To take an active role in supporting the whole school initiative with the Lead Practitioner, supporting AoLEs in the implementation of the strategies and encouraging colleagues to share good practice.

AoLE Leads

- To lead and support activities in their team and disseminate pedagogy.
- To ensure learning schedules are planned to provide pupils with opportunities to develop their literacy skills fully, according to the Literacy Skills Map and Non-negotiables.
- To ensure that their team engages with pupil progress against LNF strands.

Languages, Literacy and Communication AoLE

- To teach literacy skills within the curriculum and offer advice and support to colleagues.

- To track pupils' progress against LNF strands.
- To monitor the effort and engagement of pupils in the Accelerated Reader programme using the class reports provided to them by KB.

Teaching Staff

- To plan and teach lessons that include a literacy objective as per the Literacy Skills Map and Literacy Non-negotiables.
- To ensure that Literacy Non-negotiables are a prominent day-to-day feature in lessons.
- Ensure that pupils use their non-negotiables checklist before presenting their work (pupil-friendly rubric).
- Focus on the explicit teaching of tier 2 and 3 vocabulary.
- To promote the 'Word of the Day' and reward correct usage via Class Charts.
- To ensure that pupils respond verbally in full sentences across all subjects to develop their oracy in a confident manner.
- Use a Talk - Model - Write method.
- Use the APPLE model for spelling and writing.
- Use structure strips to support extended writing.
- Use consistent reading strategies to develop higher order reading skills.
- Adhere to the school marking guidance.

Registration Tutors

- To ensure that pupils make effective use of registration time to develop their reading, writing and oracy skills using the provided Tutor Time resources.
- To deploy 'Technique of the Week' alongside 'Word of the Week' to support the school ethos regarding improvement the Literacy skills of pupils

Learning Support Department

- To deliver specific interventions to groups of pupils and monitor the progress of these pupils.
- To ensure that resources are differentiated.
- To coordinate with departments to ensure in-class support is effective in supporting pupils to make progress.

Parents

- To attend literacy events run by the school and encourage their children to use taught strategies to improve their literacy.
- To encourage and support their children to read a minimum of 20 minutes per day and to engage with the Accelerated Reader programme.

Pupils

- To take increasing responsibility for recognising their own literacy strengths and areas for improvement.
- To read for a minimum of 20 minutes per day.
- To engage with the Accelerated Reader programme at key stage 3.

- To take increasing responsibility in proof-reading and editing before presenting their work.

Governors

- It is the role of the Governing Body to monitor and evaluate the effectiveness of this policy and its practice.

Monitoring and Evaluation

The success of this policy will be measured against the following criteria:

- Assessment data that is used to set targets, inform planning and build progression.
- The quality of the opportunities that are identified to improve students' literacy skills.
- The improved quality of pupils' work shown through the tracking process and work scrutiny.
- Improved examination results measured against external criteria.

Appendices

Appendix 1 BHS Staff Guidelines for Promoting Literacy

Appendix 2 Marking for Literacy

Appendix 3 Literacy Non-negotiables

Appendix 4 Spelling Strategies

Appendix 5 Literacy Guide for Parents

Appendix 6 Tiered Vocabulary

Appendix 7 APPLE model for speaking and writing

Appendix 8 Structure Strips for writing

Appendix 9 Accelerated Reader – Lesson Guide

Appendix 10 Skills Map (year 7)

Appendix 11 Skills Map (year 8 &9)

Appendix 1

BHS Staff Guidelines for Promoting Literacy

Oracy (Speaking and Listening)

- Lead by example, using Standard English at all times.
- Encourage the correct use of English in the classroom environment and expect full sentences in response. E.g. "I know that magnesium is more reactive than copper because……."
- Challenge students when slang or inappropriate colloquialisms are used.
- Encourage students to correct their own speech when errors are identified.
- Create opportunities for talk in a range of contexts and forms: whole class discussion, small group discussion, paired discussion, individual contribution, role play, etc.

Reading

- Provide opportunities for reading as a class, in groups and individually.
- Encourage reading aloud, if appropriate to the task.
- Encourage further reading around the subject.
- Set reading and research tasks as part of class work and/or homework focused on books/newspapers/online articles etc.
- Promote skimming (get the gist) and scanning (scan for particular information) skills in lessons.

Writing

- Model high standards of presentation.
- All work to be presented with the date and title.
- Discuss and model all pieces of writing – never assume that pupils will know what structure or tone to employ. Use writing frames to aid extended writing for those who need them.

Talk - Model - Write

- Promote punctuation, spelling and grammar (Literacy Non-Negotiables) within any writing task.
- Take every opportunity to expand tier 2 and 3 vocabulary and range of expression.
- Be explicit about what vocabulary or key words you expect to find in any given piece of writing, *(the use of vocabulary 'starters' is particularly useful)*.
- Insist on the use of full sentences and paragraphs within writing tasks.
- Take opportunities for peer literacy marking, using the literacy marking key. Focus on one or two aspects per opportunity e.g. are all key words spelled correctly?

Brecon High School

Staff Guidelines for promoting Literacy within lessons

Oracy (Speaking and Listening)

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- Challenge students when slang or inappropriate colloquialisms are used.
- Encourage students to correct their own speech when errors are identified.
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What do we 'do' when we speak or listen?

1. Predict what information could come in the extract using context
2. Activate your prior learning, cognate and phoneme knowledge
3. Listen actively for key words/phrases/details to understand the general meaning and ideas that are implied
4. Visualise words and sounds
5. Use techniques to remember the main points (eg summarizing, making notes)
6. Analyse and infer the content provided
7. Identify topical key vocabulary and complex phrases to enhance what you know
8. Form your own response

Reading

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What do we 'do' when we read?

1. Think about our prior knowledge – what do we already know?
2. Make a prediction – is there anything we can predict from what we know of the text?
3. Read aloud and to yourself
4. Self-monitor: select the reading skill you need to use to understanding the text
5. Question – use your inner voice to ask meaningful questions
6. Grab the main points – how will you summarise the main ideas? Can you visualize these?
7. Infer – can you look for clues or hidden meanings?
8. Analyse and evaluate – provide a reasoned response

Writing and Extended Writing

- Model high standards of presentation.
- All work to be presented with the date and title.
- Discuss and model all pieces of writing – never assume that pupils will know what structure or tone to employ. Use writing frames to aid extended writing for those who need them.

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What do we 'do' when we write?

1. Read to generate ideas – select appropriate vocabulary and interesting language
2. Choose a writing style that suits the genre audience or purpose of your task
3. Use a writing plan or success criteria to organize your writing into a logical sequence
4. Always think about your sentence structures (simple, compound and complex sentence structures) – use a range of connectives to guide the reader through your work
5. Summarise the topic of theme
6. Use a range of punctuation (eg apostrophe, colon, comma etc)
7. Check your spelling carefully
8. Proof-read and edit your work if prompted
9. For extended writing tasks, use the set template to construct your writing, using the guidance above to support you

Appendix 2

BHS - Marking for Literacy

Symbol (in margin)	Improve your…	In text	Action
Sp	**spelling**	**Word circled**	Use one of our spelling strategies to help you to remember how to spell the word correctly.
C	**capital letters**	**Error circled**	Rewrite a sentence starting with a capital letter. If you've forgotten to use a capital 'I', write out the sentence: I am important; therefore I should always use the capital 'I'!
P	**punctuation**	**Error circled**	Rewrite the sentence using the correct punctuation. Remember: Full stops end sentences, commas join parts of sentences together. Apostrophes show something belongs to someone/ something OR that part of a word is missing.
NP	**new paragraph**	**//**	A new paragraph is needed here.Read through your work. Start a new paragraph every time you start writing about a new TIME, PERSON, TOPIC or PLACE. Remember the TIPTOP rule.
?	**sentence structure**	**Sentence underlined**	Reread the sentence. Does it make sense? Ask your teacher's advice and then rewrite the sentence so that it makes sense.
V	**vocabulary**	**Word circled**	What alternative word could you use to extend your vocabulary? Use a thesaurus if needed.
LC	**(Personalized feedback given)**	**LC**	A Learning Conversation has happened and oral feedback has been given.

Appendix 3

The Non-Negotiables

Paragraphing
Vocabulary
Punctuation
Spelling
Handwriting

LITERACY NON-NEGOTIABLES - KS3 RUBRIC

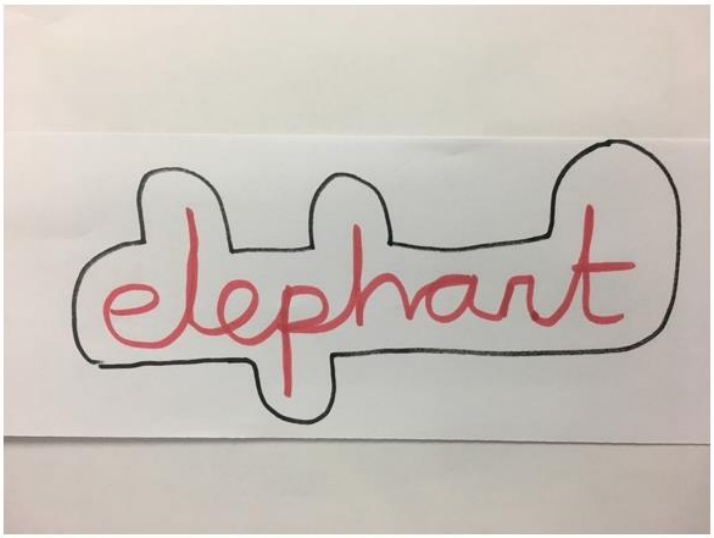
PARAGRAPHING	VOCABULARY	PUNCTUATION	SPELLING	HANDWRITING
6WS4 I can write in paragraphs, making links between them.	6WL2 I can use a variety of suitable vocabulary including subject-specific words and phrases.	6WG3 I can use all the punctuation marks I have learnt correctly to add meaning.	6WG4 I can use spelling strategies I have learnt to spell difficult words.	6WG6c I can produce fluent and legible handwriting.
7WS4 I can use paragraphs to organise longer pieces of writing into sections.	7WL2 I can use varied and suitable vocabulary accurately, including subject-specific keywords and phrases.	7WG3 I can use the full range of punctuation accurately to add to the meaning, e.g. demarcating sentences (full stops) and clauses (commas), and using apostrophes correctly.	7WG4 I can use a variety of strategies and resources to spell familiar and unfamiliar vocabulary and subject-specific words correctly.	7WG6c I can write fluently and legibly.
8WS4 I can organise longer pieces of writing, making links within and between paragraphs.	8WL2 I can use technical terms, language and expression consistent with the subject/topic.	8WG3 I can use the full range of punctuation in order to add to the meaning, e.g. semicolons, colons, quotation marks.	8WG4 I can use a variety of strategies and resources to spell familiar and unfamiliar vocabulary and keywords correctly.	8WG6c I can write fluently and legibly.
9WS4 I can use paragraphs and sections to give coherence to longer pieces of writing.	9WL2 I can use a wide range of technical terms, language and expression appropriate for the subject/topic.	9WG3 I can use the full range of punctuation to add to the meaning, e.g. semicolons, colons and parentheses.	9WG4 I can use a variety of strategies and resources to spell familiar and unfamiliar vocabulary and subject-specific words correctly.	9WG6c I can write fluently and legibly.
10WS4 I can organise writing in an appropriate form, ensuring content is detailed within and between paragraphs or sections.	10WL2 I can use a wide range of technical terms, appropriate vocabulary, and expression for different purposes and to create different effects, e.g. to persuade, inform, entertain.	10WG3 I can use the full range of punctuation in order to vary pace, clarify meaning, avoid ambiguity and create deliberate effects.	10WG4 I can use a variety of strategies and resources to accurately spell an increasing range of familiar, unfamiliar and subject-specific words.	10WG6c I can present my handwritten or on-screen work effectively, choosing form, images and graphics to enhance meaning.
PARAGRAPHING	VOCABULARY	PUNCTUATION	SPELLING	HANDWRITING

Appendix 4

Spelling Strategies

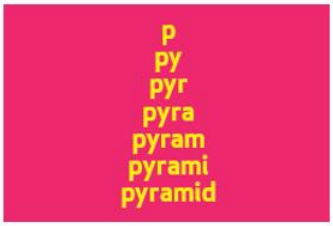
'Shape it' - Draw the shape of the word

- Draw around the correct spelling of the word ensuring you follow the shape of the letters.



'Word Pyramid' - Build a pyramid

- Write your word out adding one letter at a time to form a pyramid.
- Make sure you use cursive (joined up) writing.



Syllabic Spelling Approach

- **What is a syllable and why we should teach children about it**

A syllable is a part of a word that contains sounds (phonemes) of a word. It usually has a vowel in it. A syllable is also called a 'beat' and a learner is often taught to identify syllables by clapping the 'beats' in words. Another way to describe a syllable is a 'mouthful' of a word.

You can often find the syllables in a word if you notice when you open and close your mouth as you pronounce the word. Touch your chin as you say the word 'elephant'. How many times did your chin drop? You probably pronounced the syllables like this: 'e-le-phant' and your chin would have dropped three times.

Here are examples of syllables within words:

'lake' – has one syllable

'pa-per' – has two syllables

'en-er-gy – has three syllables

'cal-cu-la-tor' – has four syllables

'comm-u-ni-ca-tion – has five syllables

'res-pon-si-bi-li-ty' – has six syllables

Teaching syllabically links to phonic sounds and TRT is a whole school approach to this way of teaching spelling – it also focuses on morphology and etymology.

En/ vir/ on/ ment
Ar/ gu/ ment

The word with most syllables in English is: pneumonoultramicroscopicsilicovolcanoconiosis

Pneu-mo-no-ul-tra-mi-cro-sco-pic-si-li-co-vol-ca-no-co-ni-o-sis (19 syllables)

This is an invented word that means a lung disease caused by inhaling very fine ash and sand dust

https://thatspellingthing.com/

Mnemonic Spelling Approach

Mnemonic spelling is a system such as a pattern of letters, ideas, or associations which assists in remembering something.

There are numerous examples for common errors. One way forward across your discipline is to identify a bank of spellings that are discipline specific and develop mnemonics to support the explicit teaching of these words/ spellings.

Spelling Strategies - Dual Coding (See walkthrus link)

Dual coding is the idea of using different types of stimuli to help learners encode information in their brains more effectively, enabling it to be more easily retrieved later on. In the classroom, the main two types of stimuli that are used are visual and verbal.

Visual information is directly encoded into our working memory, which is the part of our short-term memory that temporarily manages and stores information, and it processes in a synchronous way. This means that we can retrieve the information regardless of the order we saw it in.

How to make it work in the classroom:

This should be a weekly practice. Help pupils to choose 3-5 commonly used words that they have misspelled. Ask pupils to choose a strategy to use in their books.

Appendix 5

BHS - Literacy Guide for Parents

Did you know?

Parental involvement is the number one predictor of early literacy success.

NEA

The impact of reading for 20 minutes per day:

Child A	Child B	Child C
20 minutes additional reading at home everyday	5 minutes additional reading at home per day	1 minute additional reading at home per day
60 hours per school year	15 hours per school year	3 hours per school year
1,800,000 words per school year (one million, eight hundred thousand words)	282,000 words per school year (two hundred and eighty two thousand words)	8000 words per school year (eight thousand words)
By the end of Y6, *60 whole days' reading*	By the end of Y6, 12 days' reading	By the end of Y6, 3 days' reading
Reading scores usually within 90% range	Reading scores usually within 50% range	Reading scores usually within 10% range

Motivating Pupils to Read

- Encourage your child to read for at least 20 minutes per day.
- Let your child read at their own pace.
- Provide your child with books that match their reading age and interests.
- If your child is reluctant to read books, encourage them to read other reading materials such as magazines, comics or newspapers.
- If your child is finding it difficult to follow the line of text, use a ruler so that they can follow the line.
- Encourage your child to use titles and pictures to help understand the text.

- Ask your child questions based on what they have read to check whether they understand what they are reading.
- Put the subtitles on the television; your child will absorb the sight of the words and their sounds.
- Have a dictionary available for your child to use when they come across a new word.
- If your child struggles to read a word, ask them to say one syllable at time and then put them together.
- Set a good example. It is hard to encourage your child to read if you are not reading yourself.
- Have a good range of magazines, newspapers and other reading materials around the house.
- Join a library or encourage your child to visit the school library.
- Download books onto tablets using the kindle app.

Punctuation

- **Capital Letter**
  Capital letters are used at the start of a sentence, when we use the word 'I' and for the names of people, places or things. Capital letters are also used for days of the week, months, postcodes, titles and initials.
  ***N**ow **I** am going to do my homework for **M**rs **J**ones.*

- **Full Stop**
  Full stops are used at the end of every sentence, except for when there is a question or exclamation mark. Full stops are followed by a capital letter.
  *I am going to the skatepark on Saturday**.***

- **Question Mark**
  A question mark is used at the end of a sentence to show that a question has been asked. Rhetorical questions do not need an answer.
  *Where is the office**?***

- **Exclamation Mark**
  An exclamation mark is used to show that someone is angry or surprised, for words that are spoken sharply or a command.
  *What an amazing piece of work**!***
  *Sit down**!***

- **Comma**

Commas are used to separate items in a list and when there is a pause in the sentence.

*Before playing tennis**,** I am going to go shopping.*

*I am going to buy jeans**,** a T-shirt and some shoes.*

- **Apostrophe**

  An apostrophe is used in a shortened version of a word to show there are letters missing or to show ownership.

  *Don**'**t do that!*

  *Here is James**'**s bag.*

- **Colon**

  A colon is used to explain or provide an example of what has already been mentioned.

  *I got lots of presents**:** a new phone, some clothes and a new DVD.*

- **Semicolon**

  A semicolon is used to link two sentences that are connected. Semi-colons are also used for lists with several words in each item.

  *It rained all day**;** I knew that my match would be cancelled.*

- **Speech Marks**

  Speech marks are used to show when somebody is speaking.

  ***"**What's that noise?**"** said the man.*

- **Paragraphs**

  Paragraphs are used to change topic or to introduce a new idea in writing

Parts of Speech

- **Common Nouns**

  Common nouns are used for names of things, *e.g.* ***book, pen****.*

- **Proper Nouns**

  Proper Nouns are used for names of people, titles, towns and countries, e.g. ***Brecon***

- **Personal pronouns**

  Personal pronouns replace nouns*, e.g.* ***I, you, he, she, we, they***.

- **Adjectives**

  Adjectives describe or modify a noun, *e.g. a* ***fierce*** *dog.*

- **Verbs**

  Verbs describe actions, *e.g. she **plays** football.*

- **Adverbs**

  Adverbs describe the action of a verb. Adverbs often end in –ly, *e.g. he shouted **loudly**.*

- **Preposition**

  A word that connects two nouns, two pronouns or a noun and a pronoun,
  *e.g. the cat sat **on** the mat.*

- **Conjunction/connective**

  Conjunctions/connectives link parts of text together, *e.g. I play football **and** rugby.*

Confusing Words

It's: it is or it has. **Its**: belonging to someone/something e.g. the dog chased its tail. **You're**: you are. **Your**: belonging to you. **There's**: there is. **Theirs**: belonging to them. **They're**: they are. **Their**: belonging to them. **There**: a place. **Here**: a place. **Hear**: to listen. **Where:** a place. **Wear**: to dress.	**Two**: number 2. **Too**: also, more than enough, e.g. too big, too slow. **To**: movement to somewhere. **Of**: preposition. **Off**: opposite of on. **Know**: knowledge of something. **Now**: at this moment. **Affect**: to change of influence something **Effect**: the result of change or influence. **Allowed**: to permit **Aloud**: using a voice. **All together**: with each other **Altogether**: in total or in its entirety. **Practise:** to practise my spelling **Practice:** spelling practice

Spelling Rules

- **ie/ei**

i before e, except after c, e.g. believe, ceiling.
Exceptions: weird, seize.

- **Plurals**
  Most plurals add-s.
  Words that end in –x, -sh, -ch, -zz, -ss add –es, e.g. lunch, lunch**es**
  Words that end in –y add –s if there is a vowel before the –y, e.g. key, key**s**. When there is a consonant before the –y, the ending changes to –ies, e.g. baby, bab**ies**.
  Words that bend in –o often add –es, e.g. volcano, volcano**es**.
  Words that end in –f or –fe change to –ves, e.g. knife, kni**ves**.

- **Prefixes**
  Prefixes are added to the beginning of words, e.g. happy, **un**happy, appear, **dis**appear, place, **re**place.

- **Suffixes**
  Suffixes are added to the end of words, e.g. wash, wash**ing**, wash**ed**. Words that end in –e drop the final –e before adding –ing or –ed, e.g. stare, sta**ring**. When adding –ing or –ed, double the last consonant after a short vowel sound, e.g. drop, dro**pping**, dro**pped.**

- **Compound Words**
  All letters of base words are included, even though they are not always heard e.g. **cupboard**, **bedroom**.

- **Advise/advice**
  Use 'ce' for nouns and 'se' for verbs, e.g. advi**ce** (noun), advi**se** (verb), practi**ce** (noun), practi**se** (verb).

- **Question Words**
  Most question words start –wh, e.g. **wh**at, **wh**ere, **wh**y, **wh**ich.

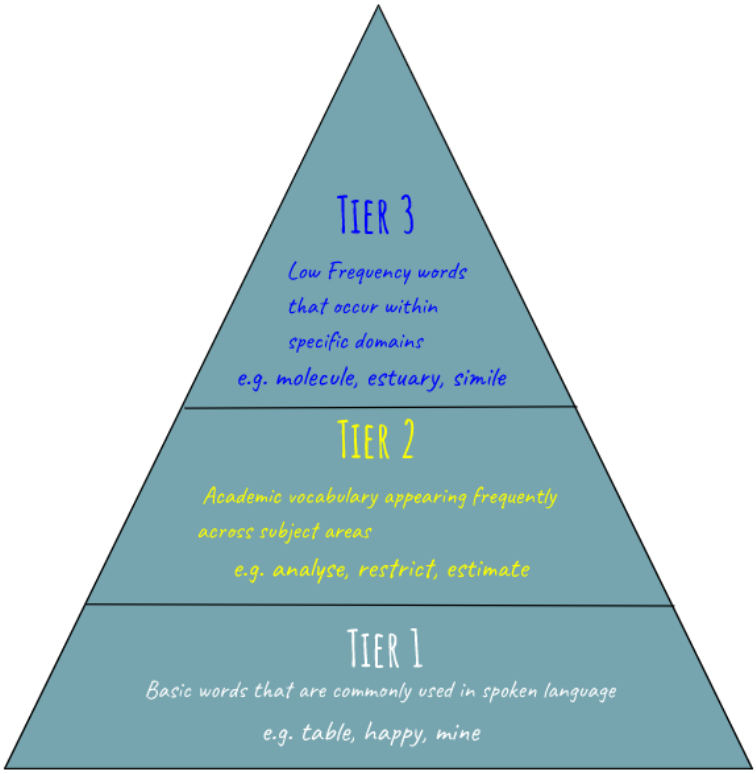
Spelling Tips
You hear with your ear.
The word separate has "a rat" in it (separate).
Donkeys, monkeys - there are keys in donkeys and monkeys.
The word here is also in its opposite there.
Villain - A villain is one who lives in a villa.
There is no word in English ending in ‘-full’ except full e.g. thankful, grateful, spoonful.

Difficult Words to Spell

advice	interesting
advise	library
believe	mischievous
because	necessary
beautiful	occasion
business	possession
different	practice
desperate	practise
definitely	queue
foreign	receive
frightened	separate
February	Wednesday
grammar	weird
independent	

Appendix 6

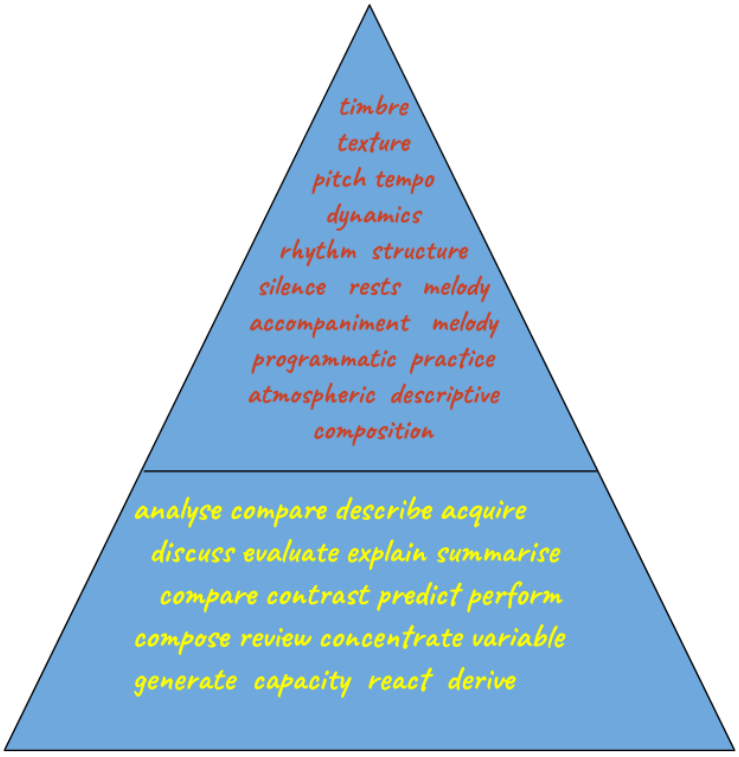
Tiered Vocabulary @ Brecon High School



Beck, McKeown and Kucan (2013)

Tiered Vocabulary @ Brecon High School

expressive arts: Music



Tiered Vocabulary @ Brecon High School

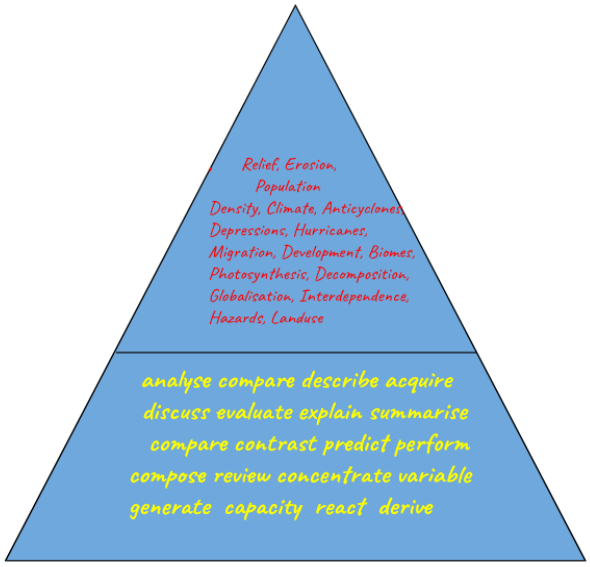
expressive arts: Art

Tiered Vocabulary @ Brecon High School

expressive arts: drama

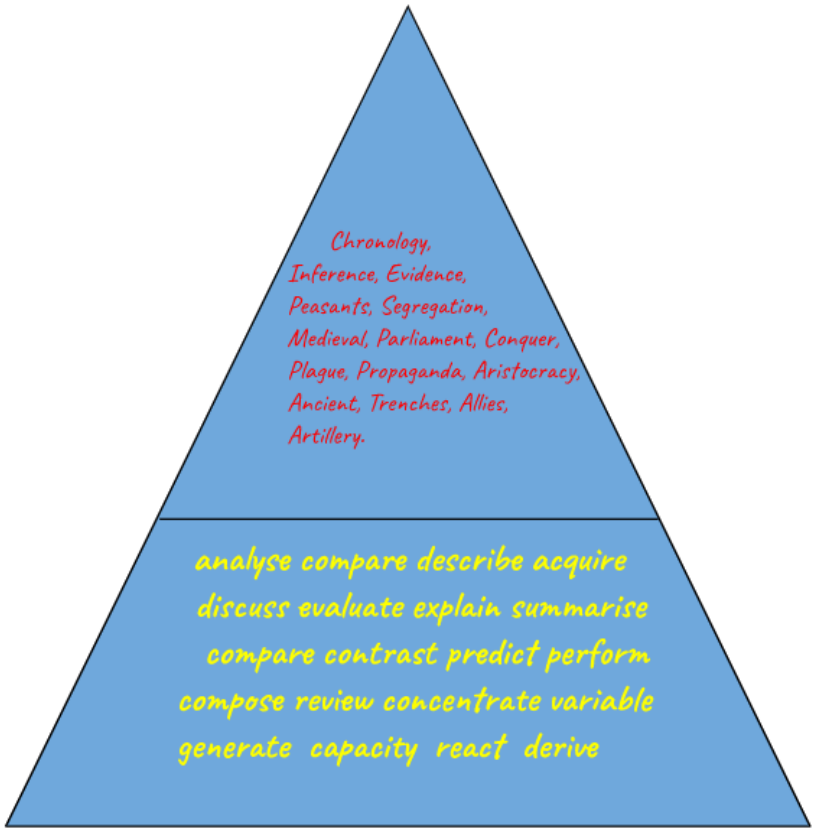
Tiered Vocabulary @ Brecon High School

Humanities: Geography



Tiered Vocabulary @ Brecon High School

Humanities: HISTORY

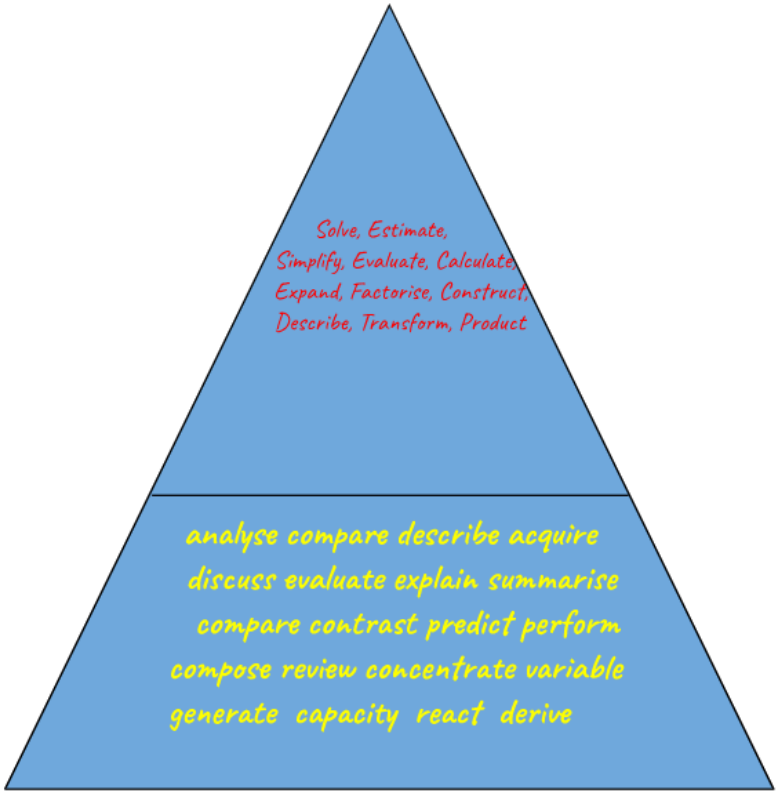


Tiered Vocabulary @ Brecon High School

Humanities: RE

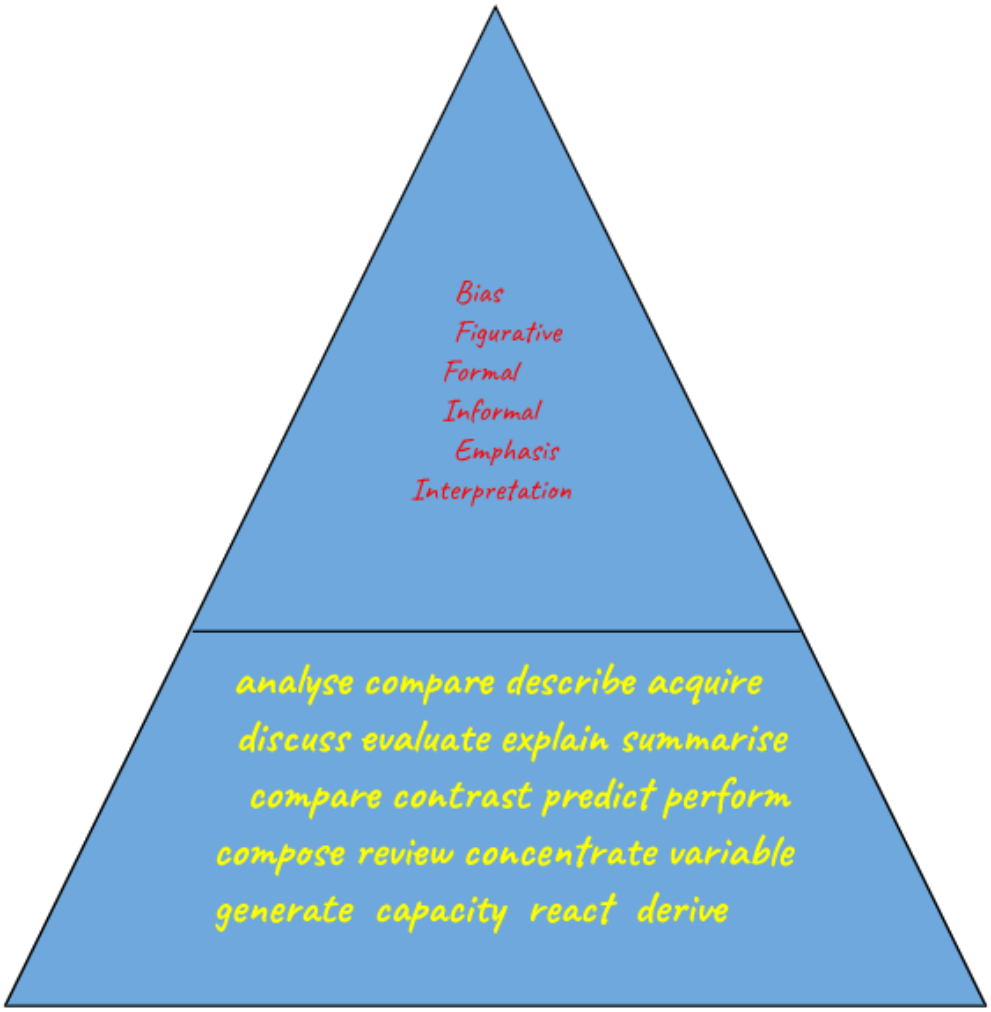
Tiered Vocabulary @ Brecon High School

Maths and Numeracy



Tiered Vocabulary @ Brecon High School

English


Bias
Figurative
Formal
Informal
Emphasis
Interpretation
analyse compare describe acquire
discuss evaluate explain summarise
compare contrast predict perform
compose review concentrate variable
generate capacity react derive

Tiered Vocabulary @ Brecon High School

PE (Tier 3)

Health, Exercise, Fitness, Performance, Stretch, Warm up,

Warm down, Transferring weight, Run, Jump, Pass, Positions, Defence, Attack, Goal shoot, Goal, Control, Consistency, Coordination, Accuracy, Footwork, Target, Teamwork, Centre, Tactic, Rules, Striking, Fielding, Speed, Analyse and reflect, Flexibility, Invasion games, Muscle, Posture, Practice, Skills, Technique, Ball sports, Rugby, Football, Tennis, Netball, Gymnastics, Athletics, Dance, Hockey, Badminton, Direction, Bend, Lap, Challenge,

Strength, Rucking, Mauling, Scrummaging, Line out, Gain line, Off side, Cardiovascular System, Heart rate, Pulse, Recovery, Lactic Acid, Penetration, Width, Improvisation, Mobility, Support, Depth, Possession, Delay, Balance, Concentration, Marking, Zone, Touch tight, Aerobic

Anaerobic, Methods of Training, Circuit Training, Sedentary

Strength, Agility, Power, Reaction Time, Muscular Endurance

Cardiovascular Endurance, Body Composition, Flexibility

Oxygen, Carbon dioxide, Well being, Diet, Physical literacy

Technique, Intensity, Formation, Fluency, Aesthetic, Accurate, Collaboration, Acceleration, Decision making, Risk Assessment.

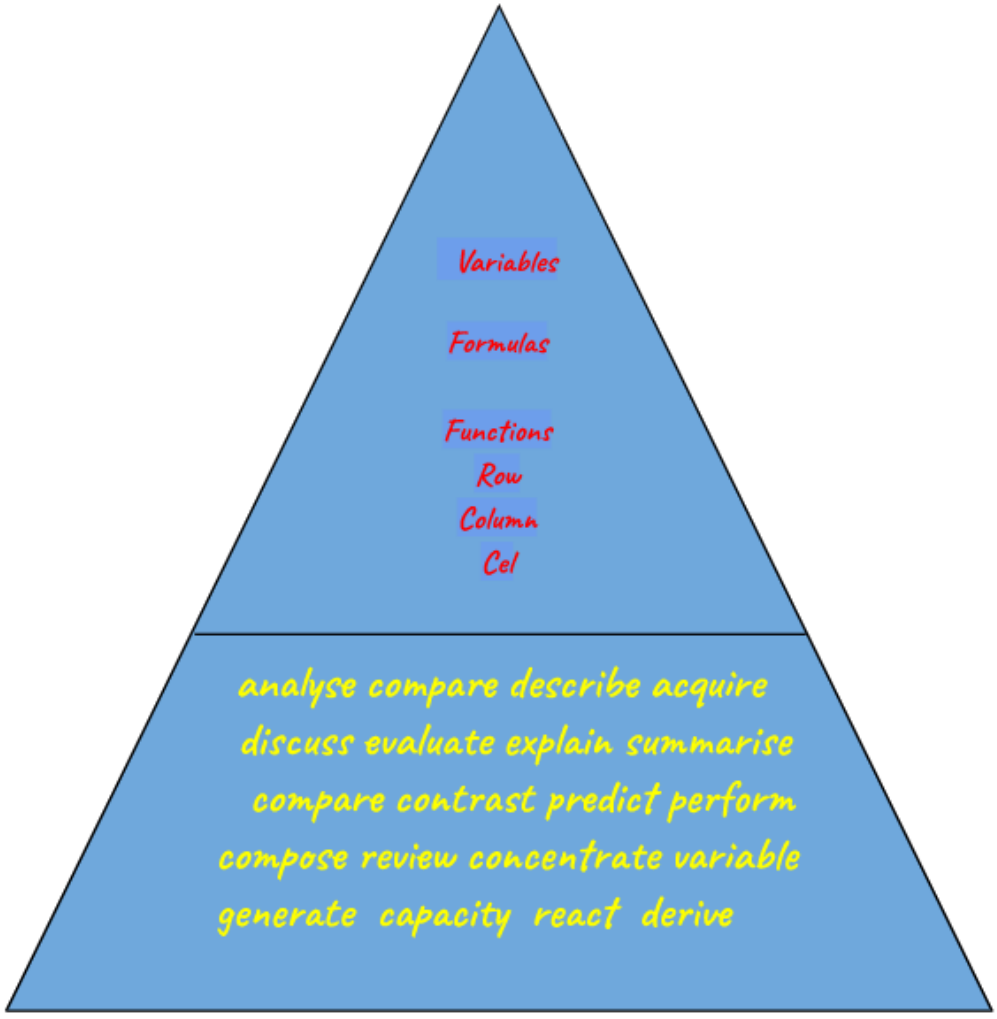
Excellence, Striking.

Tiered Vocabulary @ Brecon High School

Science

Tiered Vocabulary @ Brecon High School

ICT

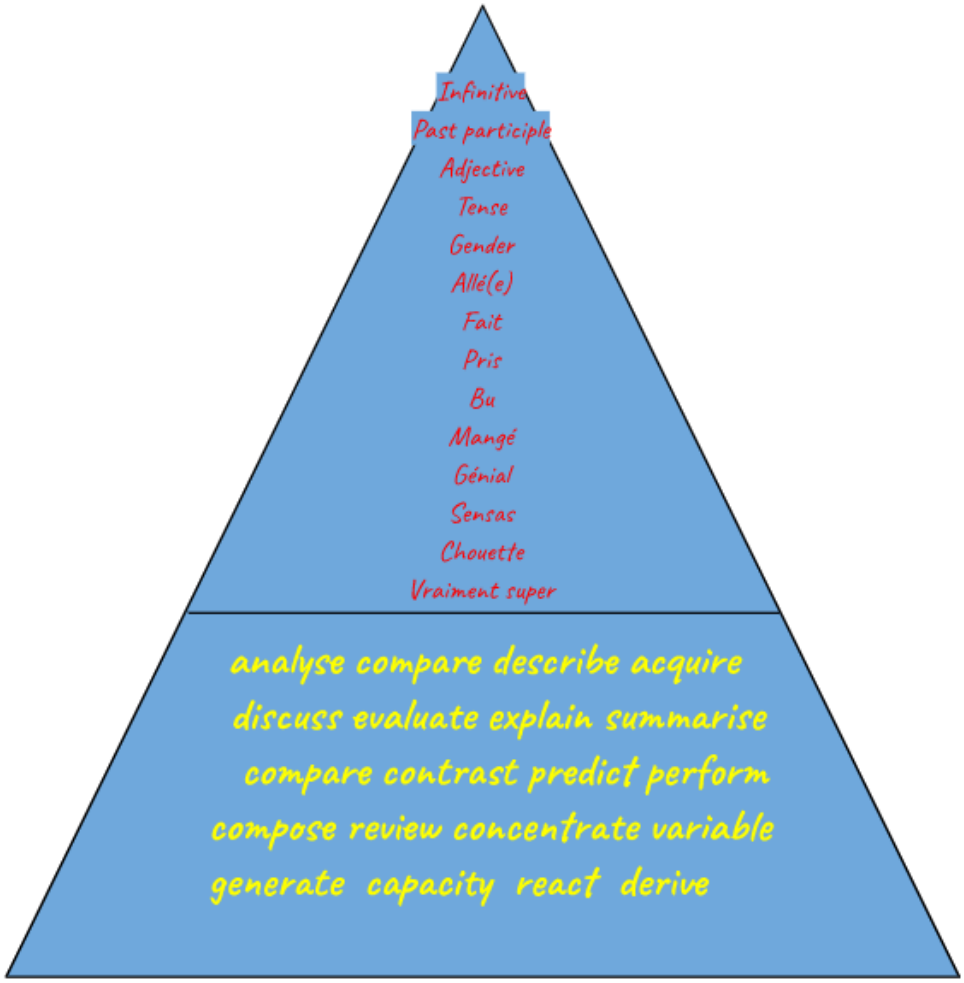


Tiered Vocabulary @ Brecon High School

D&T

Tiered Vocabulary @ Brecon High School

MFL


Infinitive
Past participle
Adjective
Tense
Gender
Allé(e)
Fait
Pris
Bu
Mangé
Génial
Sensas
Chouette
Vraiment super
analyse compare describe acquire
discuss evaluate explain summarise
compare contrast predict perform
compose review concentrate variable
generate capacity react derive

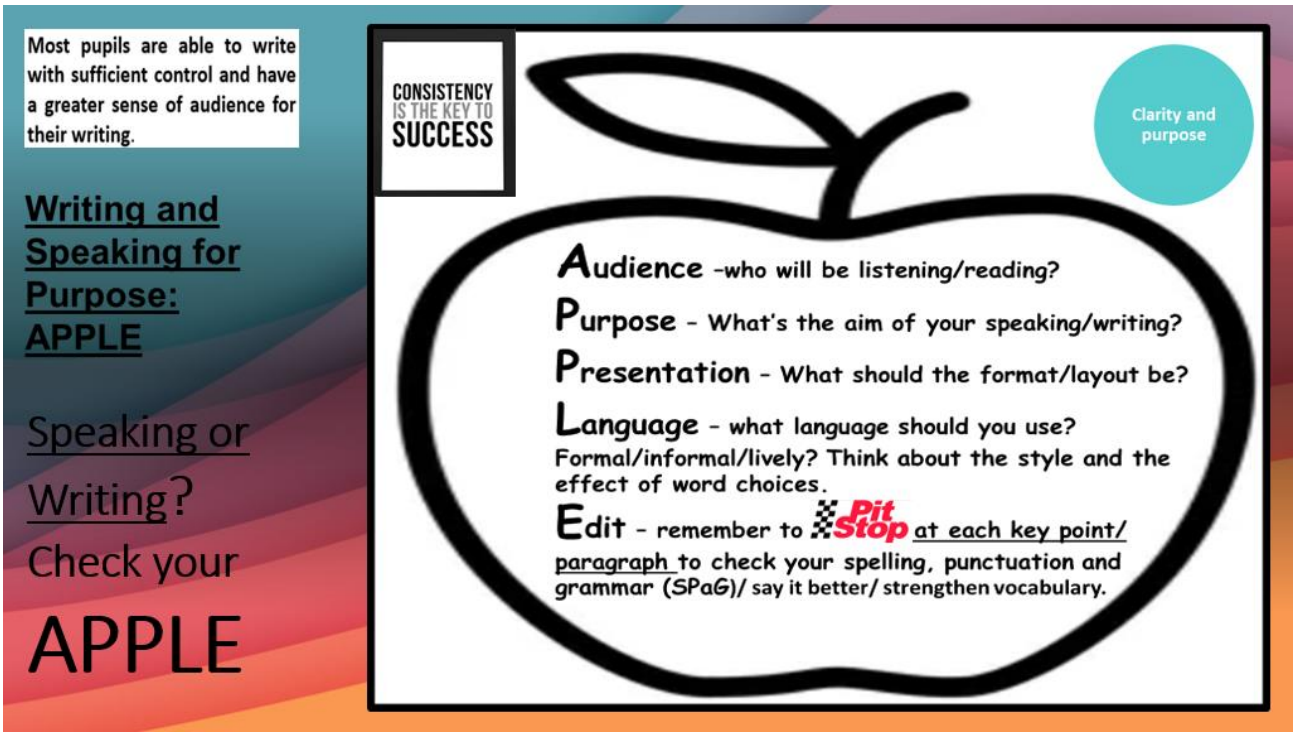
Tiered Vocabulary @ Brecon High School

WELSH

Geirfa

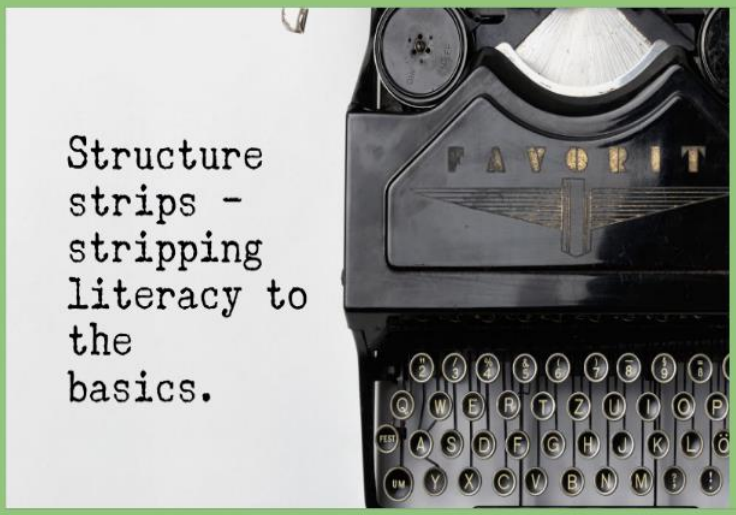
Berfau / Verbs (Geirfa Haen 2)	Enwau / Nouns (Geirfa Haen 2)
To disagree = anghytuno To study = astudio To get = cael To believe = credu To connect = cysylltu To agree = cytuno To come = dod To want = eisiau To be able to = gallu To do/make = gwneud To think = meddwl To enjoy = mwynhau To go = mynd To feel = teimlo To discuss = trafod	Disadvantage/s = anfantais/anfanteision Boy/s= bachgen/bechgyn Year = blwyddyn Enough = digon o Future – dyfodol Past = gorffennol Too much/many = gormod o Lots = llawer o Advantage/s = mantais/manteision Girl/s = merch/merched Month = mis Night = nos Weekend = penwythnos People = pobl Wythnos = week
Ansoddeiriau / Adjectives (Geirfa Haen 2)	**Ymadroddion / Phrases (Geirfa Haen 3)**
Amazing = anhygoel Difficult = anodd Similar = debyg Useful = defnyddiol Pointless = di-bwynt Interesting = diddorol Huge = enfawr Different = gwahanol Easy = hawdd Challenging = heriol Young = ifanc New = newydd Important = pwysig Outstanding – rhagorol Strange – rhyfedd COFIWCH!!! Rice Pudding = Pwdin Reis	Sometimes = weithiau From time to time = o dro i dro Without a doubt = heb os Usually = fel arfer Especially = yn enwedig To tell the truth = a dweud y gwir However = beth bynnag / fodd bynnag Available = ar gael Closed = ar gau Open = ar agor Often = yn aml On one hand = ar un llaw On the other hand = ar y llaw arall More = mwy o Less = llai o

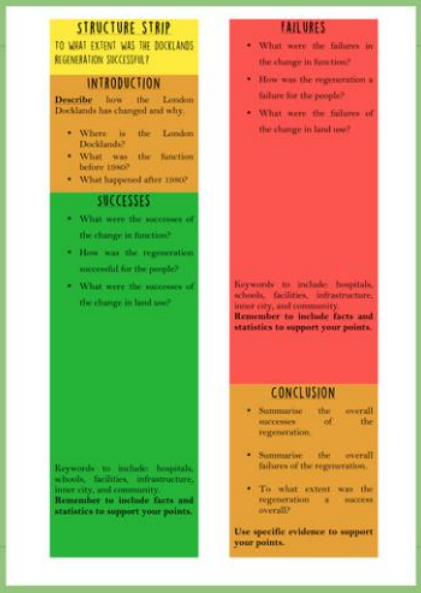
Appendix 7
APPLE model for writing and speaking



APPENDIX 8 Structure Strips for writing

Writing: Structure strips





STRUCTURE STRIP

TO WHAT EXTENT WAS THE DOCKLANDS REGENERATION SUCCESSFUL?

INTRODUCTION

Describe how the London Docklands has changed and why.

- Where is the London Docklands?
- What was the function before 1980?
- What happened after 1980?

SUCCESSES

- What were the successes of the change in function?
- How was the regeneration successful for the people?
- What were the successes of the change in land use?

Keywords to include: hospitals, schools, facilities, infrastructure, inner city, and community.
Remember to include facts and statistics to support your points.

FAILURES

- What were the failures in the change in function?
- How was the regeneration a failure for the people?
- What were the failures of the change in land use?

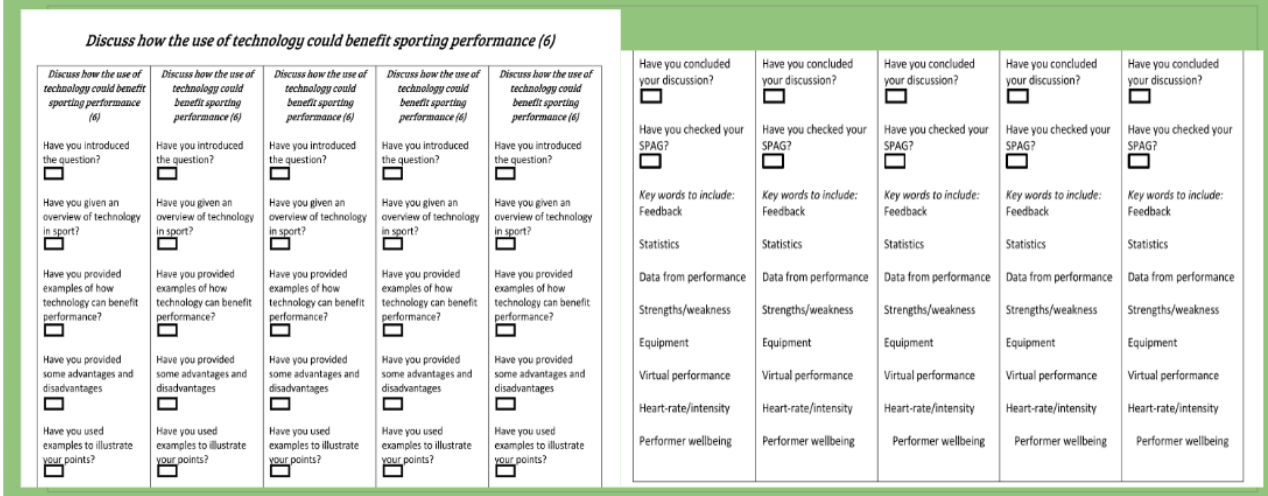
Keywords to include: hospitals, schools, facilities, infrastructure, inner city, and community.
Remember to include facts and statistics to support your points.

CONCLUSION

- Summarise the overall successes of the regeneration.
- Summarise the overall failures of the regeneration.
- To what extent was the regeneration a success overall?

Use specific evidence to support your points.

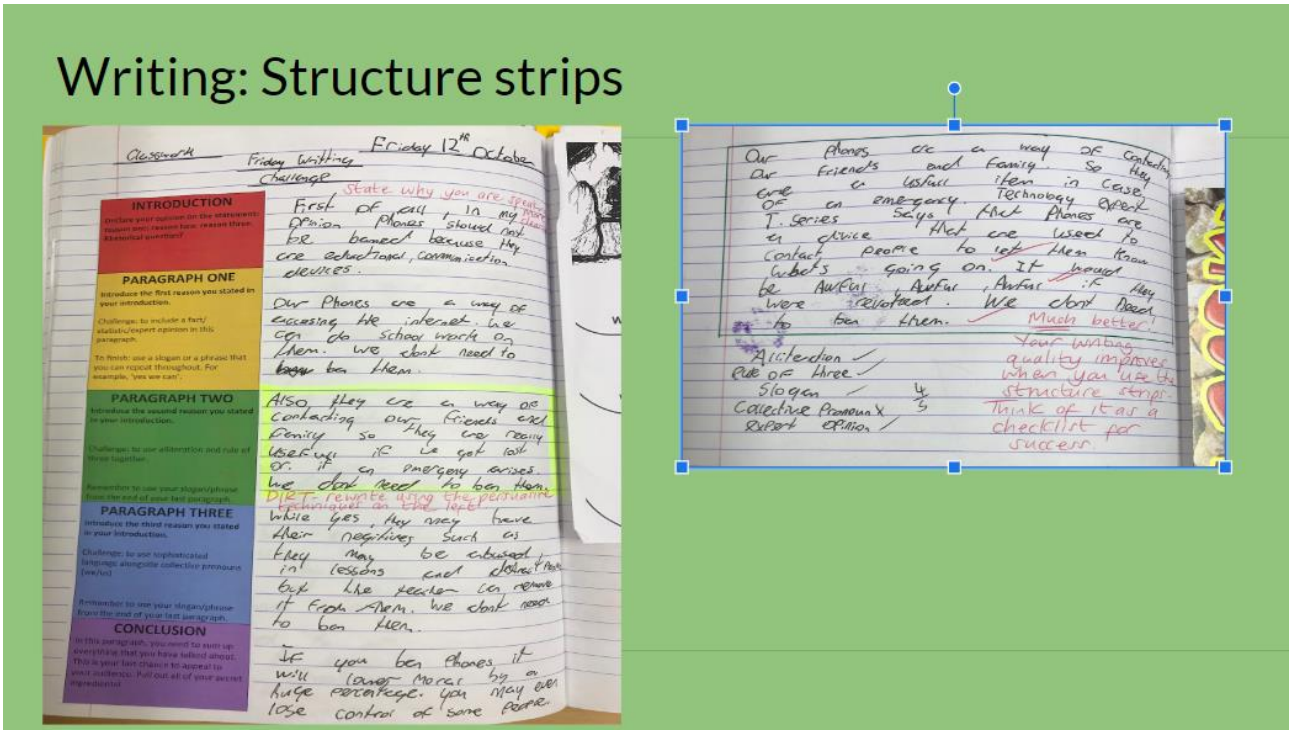
Writing: Structure strips



Discuss how the use of technology could benefit sporting performance (6)

Discuss how the use of technology could benefit sporting performance (6)	*Discuss how the use of technology could benefit sporting performance (6)*	*Discuss how the use of technology could benefit sporting performance (6)*	*Discuss how the use of technology could benefit sporting performance (6)*	*Discuss how the use of technology could benefit sporting performance (6)*
Have you introduced the question? ☐	Have you introduced the question? ☐	Have you introduced the question? ☐	Have you introduced the question? ☐	Have you introduced the question? ☐
Have you given an overview of technology in sport? ☐	Have you given an overview of technology in sport? ☐	Have you given an overview of technology in sport? ☐	Have you given an overview of technology in sport? ☐	Have you given an overview of technology in sport? ☐
Have you provided examples of how technology can benefit performance? ☐	Have you provided examples of how technology can benefit performance? ☐	Have you provided examples of how technology can benefit performance? ☐	Have you provided examples of how technology can benefit performance? ☐	Have you provided examples of how technology can benefit performance? ☐
Have you provided some advantages and disadvantages ☐	Have you provided some advantages and disadvantages ☐	Have you provided some advantages and disadvantages ☐	Have you provided some advantages and disadvantages ☐	Have you provided some advantages and disadvantages ☐
Have you used examples to illustrate your points? ☐	Have you used examples to illustrate your points? ☐	Have you used examples to illustrate your points? ☐	Have you used examples to illustrate your points? ☐	Have you used examples to illustrate your points? ☐

Have you concluded your discussion? ☐	Have you concluded your discussion? ☐	Have you concluded your discussion? ☐	Have you concluded your discussion? ☐	Have you concluded your discussion? ☐
Have you checked your SPAG? ☐	Have you checked your SPAG? ☐	Have you checked your SPAG? ☐	Have you checked your SPAG? ☐	Have you checked your SPAG? ☐
Key words to include: Feedback	*Key words to include:* Feedback	*Key words to include:* Feedback	*Key words to include:* Feedback	*Key words to include:* Feedback
Statistics	Statistics	Statistics	Statistics	Statistics
Data from performance	Data from performance	Data from performance	Data from performance	Data from performance
Strengths/weakness	Strengths/weakness	Strengths/weakness	Strengths/weakness	Strengths/weakness
Equipment	Equipment	Equipment	Equipment	Equipment
Virtual performance	Virtual performance	Virtual performance	Virtual performance	Virtual performance
Heart-rate/intensity	Heart-rate/intensity	Heart-rate/intensity	Heart-rate/intensity	Heart-rate/intensity
Performer wellbeing	Performer wellbeing	Performer wellbeing	Performer wellbeing	Performer wellbeing



APPENDIX 9

Accelerated Reader - Lesson Guide for Teachers and Learning Support Staff

Each English teacher is allocated a member of staff from the Learning Support team to help facilitate each session.

The session is to be used for pupils to read independently and/or to the teacher and member of Learning Support. The break-out space in the sixth form area can be used to give pupils more privacy.

English teacher role for each session	The English teacher is to monitor the effort and engagement of pupils and use the report data to monitor number of books read/completion of quizzes.
	The English teacher is to use the Class Charts Accelerated Reader button to award points to pupils for effort and quiz passes each lesson.
	The English teacher will keep the pupil record sheets up to date with book titles, etc.
	The English teacher will identify pupils to read with independently during the session (when appropriate).
	The Learning Support staff members will collect the class folder from the STAR Centre prior to the session and return it at the end.

Learning Support staff role for each session	The Learning Support member of staff will identify pupils to read with independently during the session and will communicate progress/concerns to the class teacher.
RA role	Working closely with KB to facilitate pupil progress and ensure effective running of the programme across key stage 3.
	Half termly and following test periods, RA will print off the most up to date pupil reports and place them in the class folders.
	Responsibility for library displays and rewards (with support from LS team).
KB role	Working closely with RA to facilitate pupil progress and ensure effective running of the programme across key stage 3.
	KB will liaise with RA, the Learning Support team and the English Department.
	Liaison with Accelerated Reader administration team
	Setting up new school year, new classes and new pupils on AR
	Responsibility for the AR budget in liaison with EB/RJ.
	Reporting back to RJ and the Local Authority on the progress, effectiveness, and value for money.
	Ordering of new texts and prizes.

Accelerated Reader Library Timetable 2022-23

Week 1	Monday	Tuesday	Wednesday	Thursday	Friday
Lesson 1		7X1 KB		8Y2 KB	7Y3 DW
Lesson 2			9X2 LAJ		
Break					
Lesson 3		8X1 KB	9Y1 DW		7Y2 KB
Lesson 4		8Y1 KB			9Y2 KB
Lunch					
Lesson 5	7Y1 CR	9X1 JP	7X2 JP	8X2 JAG	

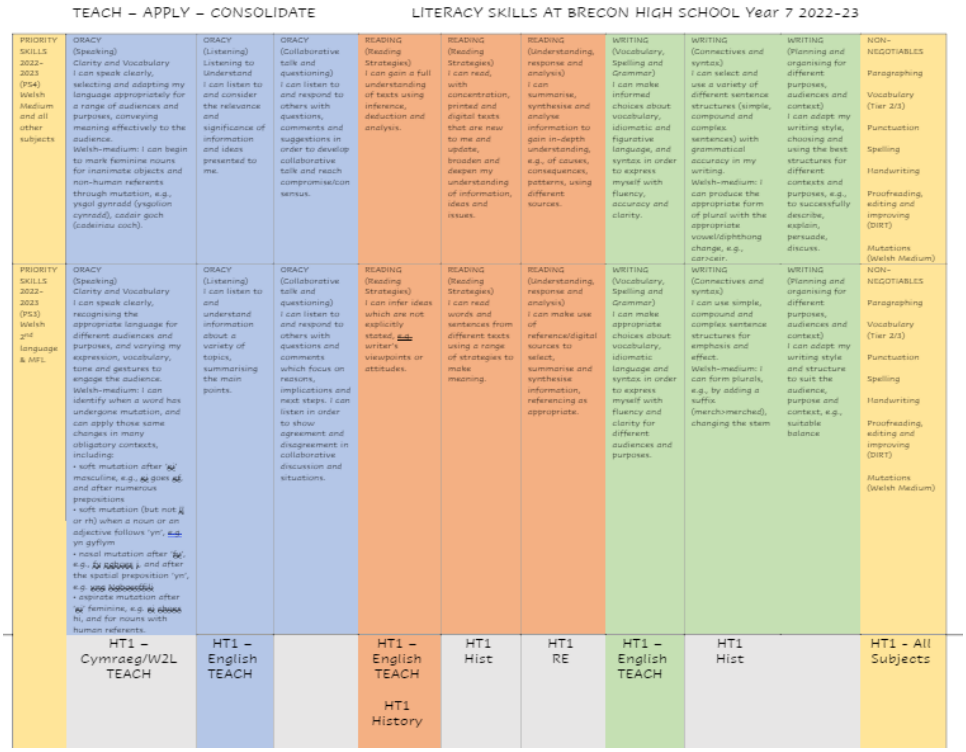
Week 2	Monday	Tuesday	Wednesday	Thursday	Friday
Lesson 1		9X2 CR	8X2 CR		
Lesson 2		7Y2 CR			

Break					
Lesson 3		8Y1 JP	7Y1 CR	8Y2 DW	9X1 JP
Lesson 4	7Y3 JHA		9Y1 JAG	9Y2 JHA	
Lunch					
Lesson 5	7X1 JAG	8X1 KB	7X2 LAJ		

APPENDIX 10

Literacy Skills map year 7

[Literacy, Numeracy and DCF Skills CfW Year 7 2021.docx]



TEACH – APPLY – CONSOLIDATE LITERACY SKILLS AT BRECON HIGH SCHOOL Year 7 2022-23

PRIORITY SKILLS 2022-2023 (PS4) Welsh Medium and all other subjects	ORACY (Speaking) Clarity and Vocabulary I can speak clearly, selecting and adapting my language appropriately for a range of audiences and purposes, conveying meaning effectively to the audience. Welsh-medium: I can begin to mark feminine nouns for inanimate objects and non-human referents through mutation, e.g., ysgol gynradd (ysgolion cynradd), cadair goch (cadeiriau coch).	ORACY (Listening) Listening to Understand I can listen to and consider the relevance and significance of information and ideas presented to me.	ORACY (Collaborative talk and questioning) I can listen to and respond to others with questions, comments and suggestions in order to develop collaborative talk and reach compromise/consensus.	READING (Reading Strategies) I can gain a full understanding of texts using inference, deduction and analysis.	READING (Reading Strategies) I can read, with concentration, printed and digital texts that are new to me and update, broaden and deepen my understanding of information, ideas and issues.	READING (Understanding, response and analysis) I can summarise, synthesise and analyse information to gain in-depth understanding, e.g., of causes, consequences, patterns, using different sources.	WRITING (Vocabulary, Spelling and Grammar) I can make informed choices about vocabulary, idiomatic and figurative language, and syntax in order to express myself with fluency, accuracy and clarity.	WRITING (Connectives and syntax) I can select and use a variety of different sentence structures (simple, compound and complex sentences) with grammatical accuracy in my writing. Welsh-medium: I can produce the appropriate form of plural with the appropriate vowel/diphthong change, e.g., car>ceir.	WRITING (Planning and organising for different purposes, audiences and context) I can adapt my writing style, choosing and using the best structures for different contexts and purposes, e.g., to successfully describe, explain, persuade, discuss.	NON-NEGOTIABLES Paragraphing Vocabulary (Tier 2/3) Punctuation Spelling Handwriting Proofreading, editing and improving (DIRT) Mutations (Welsh Medium)
PRIORITY SKILLS 2022-2023 (PS3) Welsh 2nd language & MFL	ORACY (Speaking) Clarity and Vocabulary I can speak clearly, recognising the appropriate language for different audiences and purposes, and varying my expression, vocabulary, tone and gestures to engage the audience. Welsh-medium: I can identify when a word has undergone mutation, and can apply those same changes in many obligatory contexts, including: • soft mutation after 'y' masculine, e.g., y goes y and after numerous prepositions • soft mutation (but not ll or rh) when a noun or an adjective follows 'yn', e.g. yn gyflym • nasal mutation after 'fy', e.g., fy nghyrs i, and after the spatial preposition 'yn', e.g. yng Nghoerffili • aspirate mutation after 'y' feminine, e.g. y chwaer hi, and for nouns with human referents.	ORACY (Listening) I can listen to and understand information about a variety of topics, summarising the main points.	ORACY (Collaborative talk and questioning) I can listen to and respond to others with questions and comments which focus on reasons, implications and next steps. I can listen in order to show agreement and disagreement in collaborative discussion and situations.	READING (Reading Strategies) I can infer ideas which are not explicitly stated, e.g. writer's viewpoints or attitudes.	READING (Reading Strategies) I can read words and sentences from different texts using a range of strategies to make meaning.	READING (Understanding, response and analysis) I can make use of reference/digital sources to select, summarise and synthesise information, referencing as appropriate.	WRITING (Vocabulary, Spelling and Grammar) I can make appropriate choices about vocabulary, idiomatic language and syntax in order to express myself with fluency and clarity for different audiences and purposes.	WRITING (Connectives and syntax) I can use simple, compound and complex sentence structures for emphasis and effect. Welsh-medium: I can form plurals, e.g., by adding a suffix (merch>merched), changing the stem	WRITING (Planning and organising for different purposes, audiences and context) I can adapt my writing style and structure to suit the audience, purpose and context, e.g., suitable balance	NON-NEGOTIABLES Paragraphing Vocabulary (Tier 2/3) Punctuation Spelling Handwriting Proofreading, editing and improving (DIRT) Mutations (Welsh Medium)
	HT1 – Cymraeg/W2L TEACH	HT1 – English TEACH		HT1 – English TEACH HT1 History	HT1 Hist	HT1 RE	HT1 – English TEACH	HT1 Hist		HT1 - All Subjects

APPENDIX 12

Literacy Skills map year 8 & 9

[Literacy Skills Map KB BHS Year 8 and 9 2022-23.pdf]

Teach - Apply - Consolidate Learning and Teaching Literacy Skills at Brecon High School

Priority Skills 2022-2023	Oracy (Speaking)	Oracy (Listening)	Oracy (Collaborating)	Reading (Inference)	Reading (Reading for Meaning)	Reading (Summarise/ Synthesise)	Writing (Audience/ Purpose)	Writing (Structure and Organisation)	Writing (Redrafting)	The Non-Negotiables
	7OS2 I can present topics and ideas clearly. I can use formal language. I can vary what I say and how I say it to interest listeners, e.g. expression, tone of voice, volume. 8OS2 I can present topics and ideas coherently, using techniques effectively, e.g. a clear structure, anecdote to illustrate, plausible conclusion. 9OS2 I can present ideas and issues convincingly using a range of techniques for impact, e.g. rhetorical questions, appeals to listeners, gestures.	7OL1 I respond thoughtfully to others' ideas. I can ask related questions in response. 8OL1 I can respond positively and thoughtfully to new ideas and different points of view. 9OL1 I can consider the relevance and importance of information and ideas presented to me.	7OC1 I can contribute to discussions in different ways, e.g. leading, asking questions and praising others. 8OC1 I can take a range of roles, e.g. organising, initiating actions, in more formal group contexts, or when working with unfamiliar peers or adults. 9OC1 I can take a range of roles in group discussion without help, including in more formal situations, e.g. chair, scribe.	7RC4 I can read between the lines using inference and deduction to see beneath the surface. 8RC4 I can pick out different layers of meaning by using inference and deduction. 9RC4 I can gain a full understanding of texts using inference, deduction and analysis.	7RS5 I can read using a range of strategies, e.g. speed reading, close reading, annotation, prediction, to skim texts for gist, key ideas and themes, and scan for detailed information. 8RS5 I can read using a range of strategies, e.g. speed reading, close reading, annotation, prediction, to skim texts for gist, key ideas and themes, and scan for detailed information. 9RS5 I can read using a range of strategies, e.g. speed reading, close reading, annotation, prediction, to skim texts for gist, key ideas and themes, and scan for detailed information.	7RA3 I can collate and summarise relevant information, e.g. pull together and sum up facts and ideas about an issue, from different texts. 8RA3 I can summarise and synthesise information, e.g. concise account of a broad topic, using different sources. 9RA3 I can synthesise and analyse information to gain in-depth understanding, e.g. of causes, consequences, patterns, using different sources.	7WM1 I can write a comprehensive account of a topic, presenting information, processes and ideas clearly and for the correct purpose. 8WM1 I can adapt the presentation of material depending upon planned meaning and effect, e.g. choice of how much detail needed to be convincing. 9WM1 I can write using a summary, discussion of issues and detailed explanations that are fit for purpose.	7WS1 I can adapt structures in writing for different purposes, e.g. describe outcome, outline process or discuss an issue. 8WS1 I can use whole-text structure to support and communicate meaning, e.g. putting a summary at beginning or end, data in a report or appendix, use of contents page, chapters. 9WS1 I can choose and use whole-text structures to support meaning and ideas for effect, e.g. what are the best structures to successfully describe, explain, persuade?	7WM5 I can identify areas to improve my writing, edit and redraft. 8WM5 I can use criteria to identify ways to improve and then redraft 9WM5 I can improve my writing through independent review and redrafting.	Paragraphing Vocabulary Punctuation Spelling Handwriting All subjects (See rubric)

Teach	Apply	Consolidate

Teach - Apply - Consolidate Learning and Teaching Literacy Skills at Brecon High School (Year 8)

Year 8	Teach HT1	Apply HT2	Consolidate HT3
English HT1	**Oracy (Speaking)** 7OS2 I can present topics and ideas clearly. I can use formal language. I can vary what I say and how I say it to interest listeners, e.g. expression, tone of voice, volume. **8OS2** **I can present topics and ideas coherently, using techniques effectively, e.g. a clear structure, anecdote to illustrate, plausible conclusion.** 9OS2 I can present ideas and issues convincingly using a range of techniques for impact, e.g. rhetorical questions, appeals to listeners, gestures.	PE	Music
English HT1	**Reading (Inference)** 7RC4 I can read between the lines using inference and deduction to see beneath the surface. **8RC4** **I can pick out different layers of meaning by using inference and deduction.** 9RC4 I can gain a full understanding of texts using inference, deduction and analysis.	Cymraeg History	RE
English HT1	**Writing (Audience/Purpose)** 7WM1 I can write a comprehensive account of a topic, presenting information, processes and ideas clearly and for the correct purpose. **8WM1** **I can adapt the presentation of material depending upon planned meaning and effect, e.g. choice of how much detail needed to be convincing.** 9WM1 I can write using a summary, discussion of issues and detailed explanations that are fit for purpose.	Geography	Science