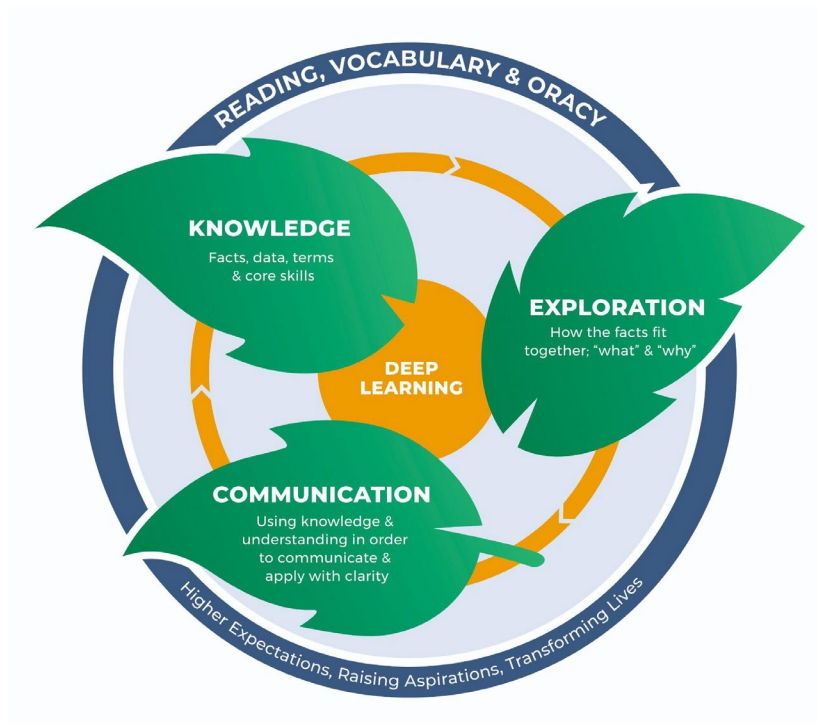




Clacton County High School

The CCHS Communication Strategy

2023/2024

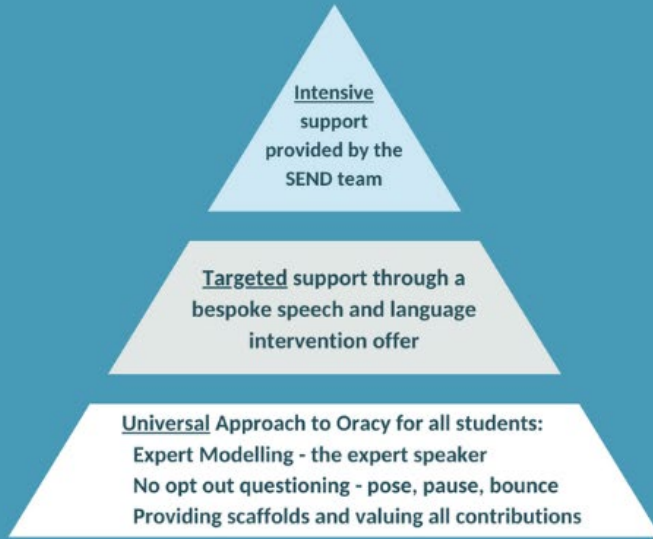


'Reading and writing float on a sea of talk'

James Britton

Our Mission:

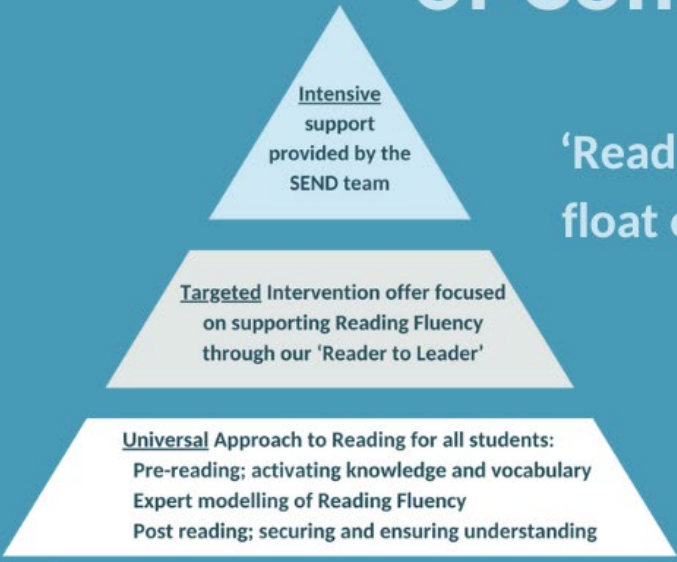
To deliver a first-class education, in a happy, safe and secure environment.



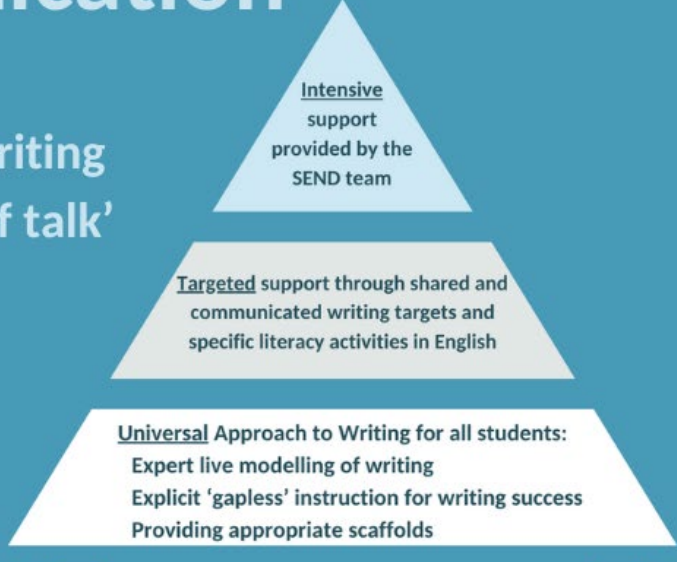
 Oracy at CCHS 

CCHS Foundations of Communication

'Reading and writing float on a sea of talk'



 Reading at CCHS 



 Writing at CCHS 

Communication at CCHS.

We believe that **reading, writing, and oracy** are crucial skills for students because they **form the foundation of effective communication and lifelong learning.**



Reading exposes students to a wide range of knowledge, ideas, and perspectives, fostering critical thinking and empathy.

Writing allows them to **articulate their thoughts and express themselves clearly**, honing their communication skills and enabling them to convey ideas persuasively, accurately and **meet the relevant disciplinary approaches of different subject specialisms.**

Oracy, the ability to speak and listen effectively, enhances interpersonal and collaborative skills, enabling students to engage in meaningful discussions and debates.

These **skills are essential** not only for **academic success** but also for **personal and professional development**, empowering students to navigate an increasingly complex and interconnected world with **confidence and competence.**

In ensuring that each of these pillars of communication is taught at every opportunity, we can help students to develop the skills necessary to explore their learning and the confidence to communicate clearly.

Assessment, Screening and Our Tiered Approach

Reading:

- Students in year 7 will complete an online GL Assessment adaptive reading test at the beginning and the end of the academic year.
- Students in year 8 will complete an online GL Assessment adaptive reading test at the midway point in the academic year.
- Students in year 9 will complete a paper-based GL Assessment Progress Test at the end of the academic year.
- The data from these tests is used to identify which tier of approach students will follow. Students identified for targeted or intensive intervention are assessed throughout their intervention at a more regular basis to assess progress and determine if they can graduate out of the intervention.
- Reading outcomes and the tier of approach identified for students is shared with parents following testing, alongside further support and guidance on how to support children at home with reading.

Writing:

- Students in Year 7 will complete a National Improving Secondary Writing Task at the beginning and end of the academic year.
- Students in year 8 will complete a range of extended written responses across the curriculum that will be assessed internally, in-line with the whole school [feedback policy](#).
- Students in Year 9 will complete a paper-based GL Assessment Progress Test at the end of the academic year that provides evidence of students spelling and grammar knowledge.
- Students in years 10 and 11 will complete a range of extended written responses across the curriculum that will be assessed against relevant subject specific examination specifications.

Oracy:

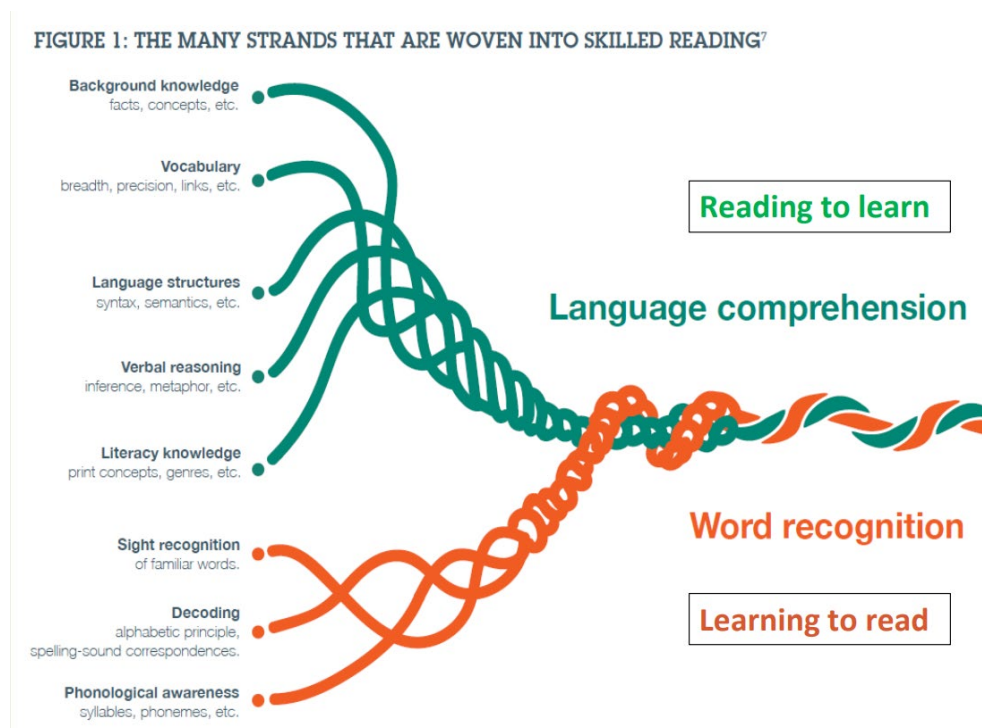
- Students in Year 7 will be screened via a secondary speech link.
- Students identified as requiring further support will participate in a bespoke intervention offer.

Our Universal Approach to Reading

Our aim should be for every CCHS student to be a strategic reader



At CCHS, our teachers understand the science of reading and recognise that reading is a complex skill and that there is a difference between **reading to learn** and **learning to read**.



To ensure that students are able to effectively read for meaning, our Universal Approach to Reading allows us to:

- Provide the background knowledge a student will need to know in order to access;
- Reduce the cognitive load linked to decoding words;
- Support and develop vocabulary;
- Explicitly model what effective reading looks and sounds like;

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- Give sufficient time for students to actively engage with texts to secure knowledge.

<p>Stage 1 Pre-reading (Knowledge)</p>	<p>Stage 2 Reading the text (Exploration)</p>	<p>Stage 3 Post-reading (Communication)</p>
<p>How: Possible strategies</p> <ul style="list-style-type: none"> ● Mind-mapping that demonstrates knowledge that will be relevant ● Images / pictures that help secure understanding ● Short video-clips to support knowledge/ understanding (subtitles on) ● Explicit teaching strategies for selected vocabulary (Frayer) ● Providing a short summary or some contextual information about the text before the main text. 	<p>How:</p> <p>The teacher is the expert reader in the room. The text needs to be read aloud to students. Teacher models reading fluency through reading to punctuation and intonation.</p> <p>Reading Fluency means:</p> <ol style="list-style-type: none"> 1. Read to punctuation .,?! 2. Read with expression and volume 3. Read at a conversational pace 4. Read accurately, correcting mistakes 	<p>How: Possible strategies</p> <ul style="list-style-type: none"> ● Vocabulary activities ● Questioning ● Opportunities to practise rereading text support reading fluency and comprehension ● Reciprocal reader ● Think Hard strategies
<p>Why:</p> <ul style="list-style-type: none"> ● Activate prior knowledge ● Support understanding of vocabulary - what Tier 2 words might need explicit teaching? ● Provide the relevant background knowledge needed 	<p>Why:</p> <ul style="list-style-type: none"> ● Allows students to start comprehending what they are reading, rather than exerting the majority of their energy into decoding the text. ● Develop reading fluency and vocabulary 	<p>Why:</p> <ul style="list-style-type: none"> ● Enable students to actively engage with the material and demonstrate their understanding. ● Active learning strategies allow meaningful diagnostic assessment of materials, application and knowledge.

Our Tiered Approach to Reading

	Tiered Approach	What does this mean?
—	Below	Students that are identified as being significantly below their chronological reading age will receive additional screening to find out what intervention approach and offer will best support the needs of students individually. Students in this category will receive additional reading support by our SEND team.
┌	Fragile	Students that are identified as fragile readers suggest that they are currently reading just below their chronological reading age. Most students in this category are often able to decode words but may struggle at times with their reading comprehension and reading fluency. Students in this category may be offered some additional reading fluency intervention opportunities by the English department through our 'Leader to Reader' provision.
∪	Expected	Students that are identified as reading at their expected level shows that their reading comprehension is at least in line with their chronological age. These students will benefit from the whole school's universal approach to reading to continue to support their reading, as well as their Sparx Reading Homework.
	Secure	Students that are identified as reading at a secure level shows that their reading comprehension is above their chronological age. These students will continue to benefit from the whole school's universal approach to reading to continue to support their reading, as well as their Sparx Reading Homework.
	Skilled	Students that are identified as reading at a confident level shows that they are reading well above their chronological reading age. These students will be provided with opportunities across the curriculum to develop their strategic reading skills and abilities by being provided with a rich and varied range of texts and text types.

- Teachers will use Arbor to access students' reading data. Individual student data reports are also available for staff to access in the shared drive.

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- When showing video clips, teachers will enable the subtitles where available.

Raising the Profile of Reading and Reading for Pleasure

Teachers and students understand the benefits of reading for pleasure:

- Reading for pleasure has been proven to help individuals **develop healthier sleeping patterns**.
- Adults who read for just 30 minutes a week are 20% more likely to report **greater life satisfaction**.
- Those who read for pleasure have **higher levels of self-esteem** and a greater **ability to cope with difficult situations**.
- Studies have found that reading for pleasure **enhances empathy, understanding of the self, and the ability to understand one's own and others' identities**.
- Regular readers for pleasure reported **fewer feelings of stress and depression** than non-readers, and **stronger feelings of relaxation** from reading than from watching television or engaging with technology intensive activities.
- Reading enjoyment has been reported as **more important for a student's educational success** than their family's socio-economic status.
- Regularly reading stories or novels outside of school is **associated with higher scores in reading assessments**. This means that students that read for pleasure are more likely to be able to access the exam paper because they will have a **higher reading age**.
- There is a **positive link** between positive attitudes towards **reading and scoring well on tests**.
- Other benefits to reading for pleasure include: **text comprehension and grammar, positive reading attitudes, pleasure in reading in later life, and increased general knowledge**

CCHS further raises the profile of reading and reading for pleasure by:

- Weekly Reading Form Tutor Activity
- Expectation that all students have as part of their equipment a reading

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book

- SPARX online reading platform embedded across Year 7 and 8
- BookBuzz for Year 7 - every student selects and receives a book of their choice from a selection of 16.
- All classroom teachers display the book they are currently reading. These are updated at least once every half term.
- Corridor wall displays linked to reading in every subject area

Writing as a Master Skill

“Writing is thinking. To write well is to think clearly. That’s why it’s so hard.”
David McCullough, two-time Pulitzer Prize winner.

At CCHS, our teachers understand that writing, like reading, is a **core** skill. As such, **all** teachers, regardless of key stage or subject, need to **explicitly** teach writing in a way that supports the students’ learning in their domain. By implementing reading and oracy approaches into the explicit teaching of writing, we can ensure that students have the necessary knowledge and skills to communicate their thinking and knowledge in writing.

Writing, like reading, is a complex skill and process that needs to be explicitly taught.

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The Strands That Are Woven Into Skilled Writing (Sedita, 2019)

Critical Thinking

- Generating ideas, gathering information
- Writing process: organizing, drafting, writing, revising

Syntax

- Grammar and syntactic awareness
- Sentence elaboration
- Punctuation

Text Structure

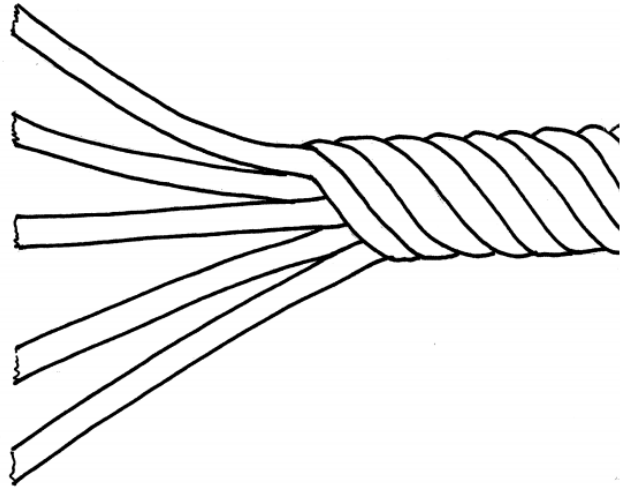
- Narrative, informational, opinion structures
- Paragraph structure
- Patterns of organization (description, sequence, cause/effect, compare/contrast, problem/solution)
- Linking and transition words/phrases

Writing Craft

- Word choice
- Awareness of task, audience purpose
- Literary devices

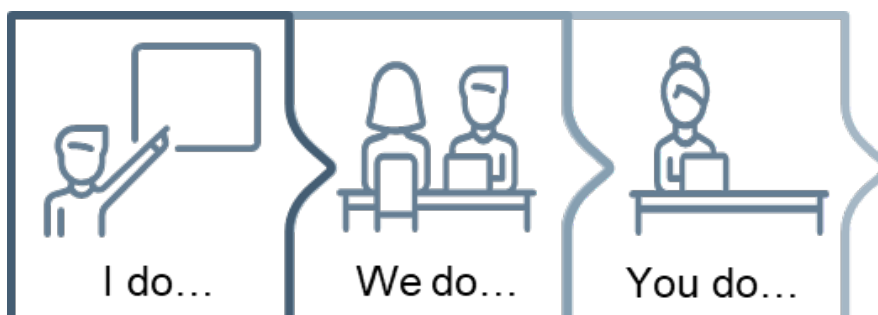
Transcription

- Spelling
- Handwriting, keyboarding



What writing will look like in the classroom:

Writing is a process, not an outcome. An effective piece of writing is planned, drafted and edited. A 'gapless' approach to the teaching of writing means that each phase of the writing process needs to be explicitly taught so that there are no gaps in students knowing what effective writing looks like in different subject specialisms. This 'gapless' approach to the explicit teaching of writing prevents assumption of knowledge, and instead provides our students with the precise knowledge they need to be successful in writing. The explicit teaching of writing and the writing process will also be broken down into chunks so as to not overburden learners' working memories.



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Teachers will:

- **Embed** writing instruction into the content of their curriculum - giving sufficient time to **explicitly** teach writing.
- Focus writing activities on what students are currently **reading** and learning, using planned **oracy** activities to provide students with the knowledge needed to complete written tasks.
- Teachers will explicitly model writing tasks by using our **evidenced-based approach to modelling** for writing.
- Teachers will ensure students **know the success criteria** for written tasks.
- Teachers will **think aloud**: verbalising the **metacognitive** processes a subject expert undertakes when writing.
- Teachers will pay particular focus to the **WE DO** stage of this process, ensuring that the students are well supported before moving on to independent writing.
- Teachers may **live model** using board work or by using visualisers
- Teachers will provide suitable scaffolds where appropriate and withdraw these as progress builds
- Teachers will have high expectations for **presentation**
- When **live marking** in lessons, teachers will ensure that **literacy errors** are identified and students are supported in amending these errors (Capital letters, punctuation, spelling, subject specific Tier 3 vocabulary).

Our Tiered Approach to Writing

Intensive Writing Intervention	Students that are identified as being significantly below their chronological writing age will receive additional screening to find out what intervention approach and offer will best support the needs of students individually. Students in this category will receive additional writing support by our SEND team.
Targeted Writing Intervention	Information about students that are identified as fragile writers will be shared with subject leads, alongside key literacy targets to support written communication via the English department. These students may also be offered an adapted English curriculum offer to support writing.

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Universal Writing Offer	Students that are identified as writing at or above their expected level will continue to benefit and progress their writing through the whole school's universal approach to writing and its evidence-based 'I do, We Do, You Do' approach in the classroom.
Handwriting Intervention	Following NMM writing assessment, students in year 7 who have poor handwriting will be identified and a specific handwriting intervention approach will be offered. For a small minority of students, using a laptop may become their usual way of working from Year 9. If teachers are concerned about a student's handwriting, they should raise this concern in the first instance with the SEND team.

A High Quality Oracy Education

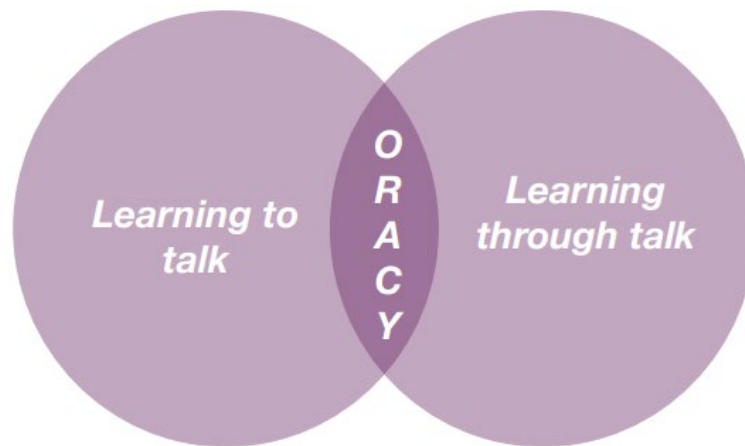
*'An effective Oracy curriculum is more than **recitation** - it's creating an environment that allows for **accountable talk**.'*

From 'Accountable Talk: Instructional dialogue that builds the mind'

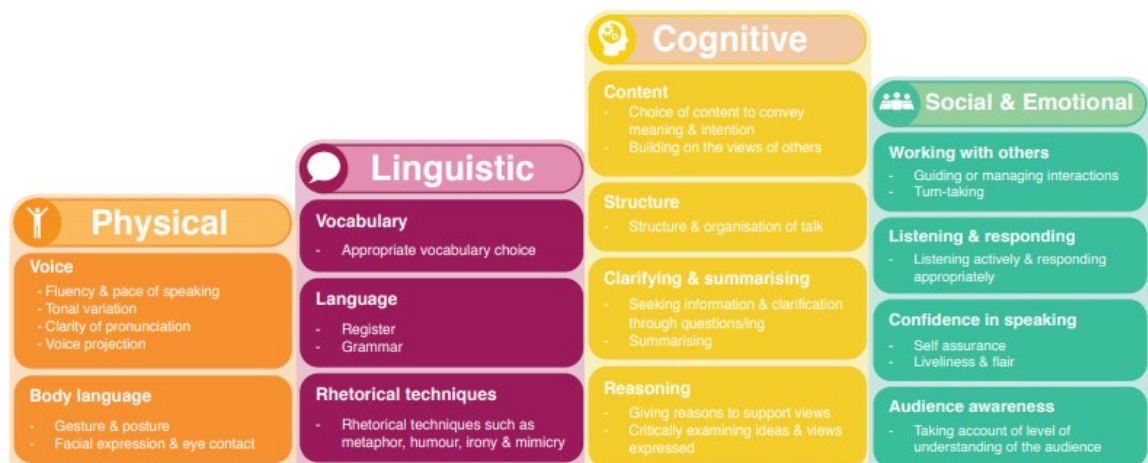
Oracy is the ability to articulate ideas, develop understanding and engage with others through spoken language. At CCHS we recognise that oracy is a powerful tool for learning; by teaching students to become more effective speakers and listeners we empower them to better understand themselves, each other and the world around them.

Through a high quality oracy education students learn through talk and to talk. This is when they develop and deepen their subject knowledge and understanding through talk in the classroom, which has been planned, designed, modelled, scaffolded and structured to enable them to learn the skills needed to talk effectively.

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Teachers will provide students with planned and regular opportunities to discuss, debate and explore a range of subjects within their lessons. In using the [Oracy Skills Framework](#) as a supporting model, teachers will support students in the four skill areas of oracy.



What oracy will look like in the classroom

Research has shown that a certain form of classroom talk produces more learning than other forms (Resnick, Asterhan, and Clarke 2015), even beyond the subject under discussion. When students learn math, for example, by arguing their way toward understanding, they become better not only in math but also in other subjects such as science and literature. This form of talk is called

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“Accountable Talk.” In Accountable Talk classrooms, students hold themselves responsible for getting the facts right, for thinking through challenges together, and for following rules that encourage participation (such as respectful listening). In other words, their talk is accountable to knowledge, to reasoning, and to community.






At CCHS, we strive to create classroom environments that develop students’ ability to think and reason through **Accountable Talk**. Teachers do this by using our evidenced-based approaches to modelling and questioning in the classroom.

CCHS Way - Our Evidence-Based Approach to Modelling



- Being the **expert speaker** in the classroom, **modelling** appropriate physical and linguistic features of oracy at all times.
- **Model how valid arguments are made in a subject discipline.** The types of evidence that are appropriate in a given discipline take different forms; for example, proof in a mathematics class, experiment in a science class, or references to the text in a literature class.
- Establishing norms for discussion. Teachers should **model** and discuss norms with students, such as orderly **turn-taking**, **respectful listening**, and “wait time”—**waiting with respect** for a student to formulate a statement or answer a question.
- Providing students with **appropriate adaptive teaching approaches**, such as speaking stems, to ensure that they can apply the appropriate vocabulary and language when debating, answering questions, exploring ideas etc.
- Signalling the goals and success criteria of class discussions. Signalling the goals helps students anticipate the kind of contributions that are relevant to and appropriate for that particular discussion.

CCHS Way - Our Evidence-Based Approach to Questioning

				
Pose question to the whole class	Give 3-5 seconds thinking time	Give time for peer explanation, circulate and listen/prompt	Cold call one student to answer the question	Respond, ask probing questions, select another student

- **Asking students to elaborate.** One-word responses usually do not further an argument. Teachers should probe students: “What do you mean, exactly?”, “Can you say more about that?”, “Can you give us an example?”
- **Valuing all contributions.** It is important to make sure that the atmosphere is constructive and not competitive. It is not about who is right. Quite to the contrary, students often learn a great deal by thoroughly exploring misconceptions, errors, and incomplete explanations.
- Where appropriate, programmes of study will provide opportunity for students to engage in whole class debate.
- Creating a no-opt out learning environment by managing ‘I don’t know’ responses expertly
- When posing **questions**, teachers will provide opportunities for students to respond to others and challenge other viewpoints appropriately.
- Eliciting **different viewpoints**. Asking for a range of views signals that there may be alternative ways of thinking about the topic and that it is always worthwhile to consider different options. “Who would like to comment on X?”, “Can we think of a different solution or reason?”
- Asking **open-ended questions**. Open-ended questions encourage student engagement and talk. However, teachers must have an end goal in mind in order to guide the discussion toward canonically correct knowledge rather than misconceptions. It is important for teachers to carefully think through the discussion and the directions it might take.

Further reading

Reading:

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- [Fluency | EEF](#)
- [Closing the Reading Gap | The Confident Teacher](#)
- [Reading comprehension strategies | EEF](#)
- [Alex Quigley: Closing the Reading Gap](#)
- [Building a Strategy for Teaching Reading](#)
- [Reading is a Life Necessity](#)

Writing:

- [Writing – David Didau](#)
- [Improving Literacy in Secondary Schools | EEF](#)
- [5 tips for every secondary teacher to boost writing | Tes Magazine](#)
- [Alex Quigley: Closing the Vocabulary Gap](#)
- [Alex Quigley: Closing the Writing Gap](#)

Oracy:

- [Oral language interventions | EEF](#)
- [Speak Now: Oracy and Accountable Talk | Norwich Research School](#)
- [Our impact - Voice 21](#)
- [The Oracy Skills Framework and Glossary](#)
- [Voice 21: Oracy](#)
- [Oracy Cambridge Skills Framework and Glossary](#)