



Literacy Policy

Application of the policy:

This applies to all staff, students, parents, and relevant stakeholders.

Trustees	Board of Trustees
Staff	DTM
Review Due	Spring 2026
Ratified by Trustees	Spring 2023

Taverham High School Academy Literacy Policy

Definition

The term literacy covers speaking, listening, reading, and writing. Students need to use these skills across the school to access the curriculum; therefore, all staff share responsibility for literacy, whatever their subject, and must address together and as a priority the issues that literacy raises.

School Vision

Our vision is simple yet powerful, we want to Inspire our young people to do their best in all aspects of their life. We want to empower them with all the knowledge and skills they require, not only to be academically successful, but so they can make a difference to both the local and wider community. Finally, with all this our young people will achieve.

Literacy Vision

We want our students to have effective literacy skills that prepare them to contribute and succeed as productive, responsible global citizens in the 21st century. Our priority is to ensure that our current strategies for embedding vocabulary, reading, and writing are well-integrated, robust, and widely used by all relevant staff including the development of oracy strategies to improve learning through talk.

Aims

We aim to provide the opportunity for every student to reach their full potential by developing strong literacy skills that are fundamental to their future success both academically and in the wider world.

Our aim is that all teachers contribute towards the development of good communication skills and a level of literacy that enables students to:

- Communicate effectively in all curriculum areas so they can achieve or exceed their potential.
- Understand spelling systems and use them to spell and read accurately.
- Have fluent and legible handwriting.
- Develop a curiosity in 'printed words' (vocabulary) and their meanings to become word conscious.
- Have a developing vocabulary that can be used to aid their comprehension and expression, e.g. when trying to understand and discuss their own and others' reading and writing.
- Develop an enjoyment of reading and writing, and to exhibit confidence, fluency, and comprehension.
- Monitor their own reading and correct their mistakes.
- Be able to plan, draft, revise and edit their own writing.
- Be able to write about a range of texts or events exhibiting a sound knowledge and an ability to evaluate and justify their preferences.
- Know about the ways in which texts are structured.
- Know about and be able to write in, a range of genres and level of formality.

But why such an emphasis on literacy?

Schooling is central to increasing pupils' vocabulary, as up to 90% of vocabulary is encountered in reading and not in everyday speech. Vocabulary is particularly important to text comprehension, as children's books tend to deploy far less common vocabulary than is found in day-to-day speech (Snow et al, 1998; Stanovich, 1993). However, fiction often does not give access to the more academic vocabulary used for high-level GCSEs, A levels and beyond.

In addition to explicit vocabulary instruction, there is clear evidence that teachers can support comprehension by modelling how expert readers read actively, including by monitoring their understanding, asking questions, making predictions and summarising (Rosenshine, 1997; Oakhill et al., 2014; Davis, 2010; National Reading Panel, 2000; Stuart and Stainthorp, 2015).

The more knowledge readers have about the topic of a text, the better they will understand it (Willingham, 2012; Lipson & Cooper, 2002).

Rationale

At Taverham High School we firmly believe that literacy is an essential skill to enable students to read and write as experts in every subject across the curriculum. These skills are vital to communicate with, and make sense of, the world around us. As such, the better we are at these skills the more successful we can expect to be in life. We recognise that improving literacy can positively impact on students' mental health, self-esteem, motivation, behaviour, and attainment.

Having good literacy means students can become more independent in their learning, which is empowering. We therefore want students to become increasingly confident, fluent, and effective in all elements of literacy, including reading, comprehending, writing, speaking, and listening, and above all in communicating across the curriculum.

Our approach to literacy is evidence based and informed by research, particularly the findings of the Education Endowment Foundation. They have seven recommendations for improving literacy in secondary schools, as shown below:

1. Prioritising disciplinary literacy across the curriculum.
2. Providing targeted vocabulary instruction.
3. Developing student's ability to read complex texts.
4. Breaking down complex writing tasks.
5. Combining writing instruction with reading in every subject.
6. Providing opportunities for structured talk.
7. Providing high quality literacy interventions.

These seven recommendations underpin all the aims, guidance and best practice summarised in this policy. (See Appendix 1).

Disciplinary Literacy

The teacher standards (2012) require all teachers to "demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard

English, whatever the teacher's specialist subject." Therefore, all teachers are teachers of language and literacy. This will be our focus at Taverham High School.

Disciplinary literacy recognises that literacy skills are both general and subject specific. Every teacher communicates their subject knowledge through specific academic language and each subject uses specific forms of oral and written communication. Therefore, students must develop secure knowledge of the specialised vocabulary and technical skills needed in each subject across the curriculum.

To ensure students develop their literacy, staff will model high expectations of spoken and written language and deploy a variety of strategies to develop key skills based on the EEF recommendations and evidence-based best practice. Disciplinary literacy will be split into four areas; targeted vocabulary instruction, reading, writing and oracy as outlined below.

Targeted Vocabulary Instruction

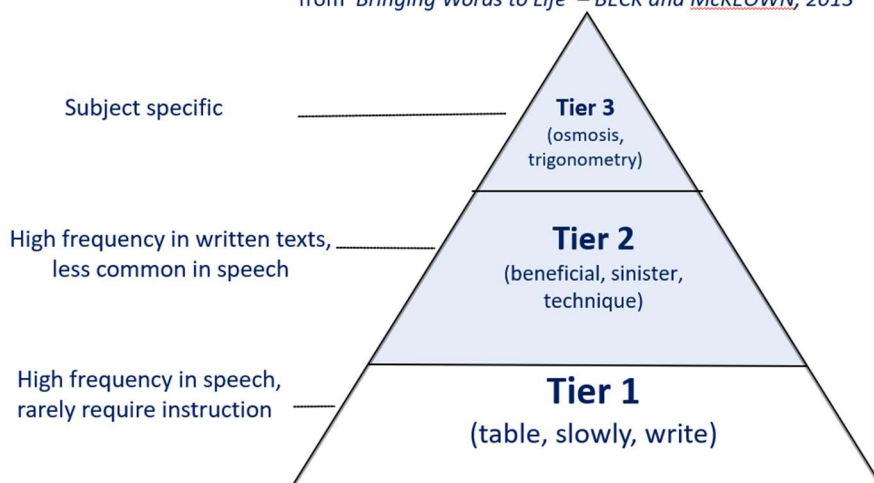
At Taverham High School we are committed to empowering students by widening their vocabulary. We are ambitious and aspirational regarding vocabulary acquisition. We understand the impact that vocabulary has on quality of work, progress, and the ability to express ideas and concepts.

For students to be able to read, write and speak with accuracy, understanding and confidence they need to understand the meaning and use of many technical terms, some of which have different meanings in different disciplines. It is therefore essential to nurture and support the development of academic language using strategies such as these:

- Teachers working together within subject areas to identify, select and embed their key Tier 2 and 3 words (which students are less likely to come across in everyday speech), in curriculum planning, teaching and assessment.
- Considering which words have the 'highest leverage'.
- Explicitly sharing and modelling the use of Tier 2 and 3 specialist vocabulary with students via direct instruction, literacy mats, glossaries, knowledge organisers, displays and activities as appropriate for each department.
- Explicitly teaching spelling strategies, for example by using etymology (the study of the origin of words) and morphology (the study of the structure and parts of words).
- Exploring common word roots e.g., in Science 'photo' (light) then generating other words e.g. phototropic, photosynthesis, and exploring word building activities.
- Using graphic organisers to break down complex words visually e.g., the Frayer model (see Appendix 2).

Tiered Words Hierarchy

from 'Bringing Words to Life' – BECK and McKEOWN, 2013



- Signposting Tier 2 and 3 synonyms to substitute for everyday words, a feature on the Frayer model.
- Encouraging students to be experimental and independent in their word choices and word learning strategies.
- Employing regular low stakes quizzes providing multiple exposures to Tier 2/3 vocab so it will be part of student's long-term memory.

Reading

As students make progress from Year 7 towards their GCSEs and beyond, they will have to cope with an increasing level of complexity in the academic materials they must read (including from screens), comprehend, analyse, and use. We therefore aim to support students to develop high level skills enabling them to cope effectively with these increased demands. We will share and build on good practice, using strategies such as those listed below:

- Modelling the reading process by reading to and with the class, discussing how what is read inspires ideas and questions, as well as linking to prior knowledge.
- Directly teaching students how to decode a variety of texts and forms of text specific to their disciplines.
- Ensuring that there a range of opportunities in class for paired and collaborative reading; sharing ideas elicited from the reading, building on prior knowledge to question, make predictions and build theories and summarise issues.
- Directly teaching reading strategies to students (e.g., skim, scan and select; annotation, highlighting), and the skills of inference and deduction required for the subject discipline.
- Monitoring the level of text provided to ensure it provides appropriate challenge.
- Planning and using questioning effectively to develop students' independent reading comprehension.
- Providing reading frames that enable students to decode, question and develop ideas from a variety of texts with increasing independence.
- Promoting reading for pleasure and learning in form time reading and discussion.

Writing

Writing is a complex process, and all teachers have a responsibility to help students become confident, skilled writers who can use writing to process, organise and communicate their knowledge, ideas, and opinions effectively. This can be supported by strategies including:

- Live modelling the thought processes and actions involved in drafting, writing, and re-writing various written forms and genres. Visualisers could support this.
- Marking pupils' work for Spelling Punctuation and Grammar and ensure pupils take responsibility for their mistakes whilst we explicitly teach misconceptions.
- Sharing models and student exemplars of high-quality work, as well as discussing how other examples could be improved.
- Supporting weaker writers where appropriate with scaffolding, sentence starters, paragraph and writing frames, key words, and teacher modelling.
- Challenging most able writers through extension questions and extended writing opportunities and by removing scaffolds and frames.

- Using pre-writing activities like re-capping key ideas before beginning to write or providing sentence stems.
- Giving students opportunities to write clearly in a variety of forms and for different audiences, with clear shared expectations of outcomes.
- Breaking down complex writing tasks e.g., by providing students with writing frames and structure strips to assist them in structuring their work, allowing for the growth of independence over time.
- Providing displays and regular explicit explanation on the conventions of good writing in specific subjects, for example, “Write like a Historian”.
- Providing opportunities for the full writing cycle – planning, drafting, and editing of work, and encouraging developing writing through supportive, formative assessment.
- Maintaining high expectations of the presentation, spelling, and grammar in written work.

Oracy

“The ability to speak eloquently, articulate ideas and thoughts, influence through talking, collaborate with peers, and have the confidence to express your views are vital skills that support success in learning and in life in general”.

Evidence suggests that high quality classroom discussions benefit all students, but especially those from disadvantaged backgrounds. Developing oracy is therefore an important part of narrowing attainment gaps which could otherwise affect the future success of students. Teachers will support the development of oracy skills through a variety of means including:

- Providing a range of opportunities for structured and accountable talk among students, for example to investigate, debate and discuss contentious questions, ideas, and opinions.
- Explicitly teaching and modelling conventions for talk and listening in the classroom. Model good practice and show them the difference between proper English and slang.
- Picking up on unnecessary fillers (um, err) and repetition (like, well).
- Using strategies to encourage students to listen to others for a purpose, respond to and build constructively on the ideas of others e.g., using specific roles for specific students and sentence stems, and oral stems for oral activities (see appendix 3).
- Ensuring talk is exploratory (collaborative with a shared purpose), rather than just disputational (characterised by frequent disagreements unsupported by reasoning).
- Actively planning the sequence of questions to be asked and discussed in a lesson or in sequences of lessons, but also encouraging students to frame their own questions.
- Ensuring questions are used to probe, extend, and challenge thinking: not allowing students to say to give “I don’t know” as an answer.
- Only accepting answers in full sentences (the way we pose the question).
- Picking up on grammatical errors (e.g., would have not would of).
- Upgrading student response.
- Pausing after asking questions, to encourage a more thoughtful response. Give appropriate thinking time (Your ‘wait time’ after asking a question).
- Creating displays/and or resources which are regularly referred to prompting students on the conventions of good speaking and listening skills in their subject, for example, speak like a Science Student.
- Praising speech specifically, not just knowledge and understanding.

The Wider School Environment

Although there is a real emphasis on disciplinary literacy, we recognise the importance of literacy beyond the classroom and we aim to provide rich oral and written language environments, where there are multiple opportunities for students to hear, see and use new words. In this way they can broaden their vocabularies, understanding and literacy skills. This occurs in a variety of ways, for example:

- Staff modelling good literacy skills in lessons and around school.
- Displays of excellent student work, demonstrating and modelling the high levels of literacy skills.
- An active and welcoming school library which encourages wider reading.
- Guest speakers including writers and poets who give workshops to students.
- Displays of key vocabulary, conventions for talk and for writing in classrooms.
- Extra-curricular activities and trips to theatres, shows and events.
- Focused reading within form time.

Supporting Students for whom literacy is challenging.

We recognise that some students find literacy skills challenging for a variety of reasons, and some will join the school with reading and writing skills below national expectations. We will therefore:

- Utilise Bedrock Learning across KS3.
- Use data and information from national tests, regular assessments, feeder schools, parents, and staff, to identify students who need additional support with literacy.
- Provide targeted evidence-based intervention programmes delivered by trained staff to address the literacy needs of individuals, such as Bedrock, Reading Buddies, and PP (Pupil Premium) Book Club.
- Provide appropriate support in class to enable students with literacy challenges to access lessons and make progress alongside their peers.
- Monitor progress over time and put in place appropriate evidence-based intervention strategies if students make less than expected progress.
- Assess students for exam access arrangements as required, based on evidence of need.

Supporting Teachers

- Literacy is a regular element of ongoing teacher professional development as part of the School's CPD Programme.
- Teachers can develop their own skills in explicitly teaching to improve literacy, prioritising subject specificity, as well as addressing any gaps in their own literacy knowledge and skills.
- Teachers should seek opportunities to share good practice, work cross-phase with feeder schools and with colleagues in other disciplines to establish a common vocabulary for use with students.

Roles and responsibilities

All school staff will support the development of literacy skills by modelling high standards of written and verbal communication, and by promoting a wider love of reading for pleasure and learning.

Senior leaders and managers:

- Lead and give a high priority to the development of literacy in school.
- Keep up to date with developments in pedagogy around literacy, adjusting school policies, training and curriculum plans accordingly.
- Ensure effective monitoring systems are in place to ensure literacy delivery is embedded and effective in school.
- Ensure departmental schemes of learning highlight the opportunities for literacy skill development and the strategies/resources that could be used to promote these skills.

Teachers across the curriculum:

- Contribute to students' development of a wide range of disciplinary and critical literacy skills using the strategies outlined in this policy, and others.
- Keep up to date with developments in pedagogy around literacy and adjust teaching and learning strategies accordingly.
- Seek opportunities to expose students to different literary experiences e.g., speakers/trips.

Form tutors:

- Contribute to students' development of a wide range of literacy skills by encouraging and supporting students to use the literacy skills and strategies they have learned.
- Undertake literacy form activities, as per the form activity schedule.
- Provide opportunities for students to develop social literacy skills – the ability to speak and listen to each other with respect, whilst acknowledging and valuing differences in opinion.
- Keep up to date with and support developments in literacy strategies used around the school.
- Facilitate the Tutor Reading Programme.

Librarian:

- Contributes to the development of student literacy skills by maintaining a welcoming and up to date library with a wide range of extra-curricular activities promote a love of reading.
- Supports the implementation of Bedrock Learning and rewarding the most engaged students.
- Supports with Reading Buddy and PP Book Club Programmes.
- Keeps up to date with and supports developments in literacy strategies used around the school.

Support staff:

- Contribute to students' development of a wide range of literacy skills by encouraging and supporting students to use the literacy skills and strategies they have learned.
- Keep up to date with and support developments in literacy strategies used around the school.

Parents:

- Communicate with the school if they feel their children need additional support in developing good literacy skills or are concerned about progress in any way.
- Encourage their children to use the range of opportunities available and strategies learned to improve their literacy.

Students:

- Take increasing responsibility for recognising their own literacy needs and making improvements in their work.
- Take opportunities to extend their critical literacy skills through extra-curricular activities and reading, where possible.

Trustees:

- Consider the advice of the Headteacher when approving this literacy policy and support the school in its aim to improve student literacy skills across the curriculum.
- Support the monitoring and evaluation of literacy in school.

Literacy Lead:

- Liaises with colleagues to identify current provision within the school.
- Broadens their own CPD by attending local and national events.
- Disseminates their learning by organising and leading literacy CPD events within the school.
- Facilitates the sharing of good practice across departments and sectors.
- Embeds literacy into curriculums.
- Leads literacy interventions.
- Contributes to whole school improvement planning and self-evaluation processes regarding literacy.

Monitoring and Evaluation

To ensure disciplinary and critical literacy is embedded and having impact across the curriculum, it will be monitored throughout the academic year.

This includes:

- Lesson observations and learning walks to monitor the quality of literacy in all its forms within lessons.
- Work scrutiny to monitor that teachers are taking opportunities to develop and support disciplinary literacy.

The Trustees will receive an annual report on:

- The impact of any interventions and strategies used to improve literacy for groups or individual students in school.
- Areas of good literacy practice within the subject disciplines and areas for improvement, along with action plans (based on evidence of the quality assurance process).

Review

This policy will be reviewed by the Headteacher, and the Trustee Board.

Appendix 1

IMPROVING LITERACY IN SECONDARY SCHOOLS

Summary of recommendations

1

Prioritise 'disciplinary literacy' across the curriculum



- Literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life.
- Disciplinary literacy is an approach to improving literacy across the curriculum that emphasises the importance of subject specific support.
- All teachers should be supported to understand how to teach students to read, write and communicate effectively in their subjects.
- School leaders can help teachers by ensuring training related to literacy prioritises subject specificity over general approaches.

2

Provide targeted vocabulary instruction in every subject



- Teachers in every subject should provide explicit vocabulary instruction to help students access and use academic language.
- Effective approaches, including those related to etymology and morphology, will help students remember new words and make connections between words.
- Teachers should prioritise teaching Tier 2 and 3 vocabulary, which students are unlikely to encounter in everyday speech.
- Teachers and subject leaders should consider which words and phrases to teach as part of curriculum planning.

3

Develop students' ability to read complex academic texts



- Training focused on teaching reading is likely to help secondary school teachers teach their subject more effectively.
- To comprehend complex texts, students need to actively engage with what they are reading and use their existing subject knowledge.
- Reading strategies, such as activating prior knowledge, prediction and questioning, can improve students' comprehension.
- Strategies can be introduced through modelling and group work, before support is gradually removed to promote independence.

4

Break down complex writing tasks



- Writing is challenging and students in every subject will benefit from explicit instruction in how to improve.
- Teachers can break writing down into planning, monitoring and evaluation, and can support students by modelling each step.
- Targeted support should be provided to students who struggle to write fluently, as this may affect writing quality.
- Teachers can use a variety of approaches, including collaborative and paired writing, to motivate students to write.

5

Combine writing instruction with reading in every subject



- Combining reading activities and writing instruction is likely to improve students' skills in both, compared to a less balanced approach.
- Reading helps students gain knowledge, which leads to better writing, whilst writing can deepen students' understanding of ideas.
- Students should be taught to recognise features, aims and conventions of good writing within each subject.
- Teaching spelling, grammar and punctuation explicitly can improve students' writing, particularly when focused on meaning.

6

Provide opportunities for structured talk



- Talk matters: both in its own right and because of its impact on other aspects of learning.
- High quality talk is typically well-structured and guided by teachers.
- 'Accountable talk' is a useful framework to ensure talk is high quality, and emphasises how talk can be subject specific.
- Teachers can support students by modelling high quality talk, for example including key vocabulary and metacognitive reflection.

7

Provide high quality literacy interventions for struggling students



- Schools should expect and proactively plan to support students with the weakest levels of literacy, particularly in Year 7.
- Developing a model of tiered support, which increases in intensity in line with need is a promising approach.
- Assessment should be used to match students to appropriate types of intervention, and to monitor the impact of interventions.
- Creating a co-ordinated system of support is a significant challenge requiring both specialist input and whole school leadership.

A summary of disciplinary literacy strategies in class

Vocabulary <ol style="list-style-type: none">1. Pre-teach with simple definitions and ask students to chorally repeat back.2. Put into the context of a sentence.3. Break down vocabulary into parts (roots, prefix, suffix) to make links with other vocabulary.4. Use in classroom talk or writing during that lesson.5. Retrieve within the week and again later in the term. Use dual coding. The more the better!	Reading <ol style="list-style-type: none">1. Discuss text types and structure – process? information? opinion? Remind students how it is organised.2. As the expert reader in the room, read the text to the students. Ask them to just listen.3. Ask students to follow along during the second reading. Model strategies to them such as summarising, clarifying, predicting, and questioning.4. Dual code key ideas in the text.5. Respond to the text.
Classroom Talk <ol style="list-style-type: none">1. Plan why you want students to talk – how will it aid learning? Will it deepen reading comprehension, improve writing or secure learning and recall. Talk needs to be relevant to your subject.2. Embed choral responses in your classroom. This will build confidence & give students their voice back.3. Establish routines linking talk to reading and writing (ready to write).4. Agree on rules for classroom talk. These will need reinforcing until talk becomes part of your lesson.5. Model talk. Make the vocabulary explicit, use sentence stems and model in your teacher talk.	Writing <ol style="list-style-type: none">1. Determine what you are writing for. Make the purpose very clear to the students.2. Model using exemplars from reading, expert writing, and student writing.3. Use sentence stems and scaffolds such as structure strips to support writers.4. Use metacognitive strategies to enable students to see where writing is successful and unsuccessful.5. Ensure students can see incremental improvements and they understand why.

Appendix 2: The Frayer Model

The Frayer Model is a graphic organiser for building student vocabulary. This technique requires students to define target vocabulary and apply their knowledge by generating examples and non-examples, giving characteristics, and/or drawing a picture to illustrate the meaning of the word. This information is placed on a chart that is divided into four sections to provide a visual representation for students.

1. Select Key Vocabulary

Pre-select key vocabulary words and make copies of the graphic organiser (Frayer model) for students.

2. Provide Graphic Organiser

Provide copies of the Frayer Model graphic organiser to students and explain the process.

3. Model the Process

- Show the Frayer graphic organiser to the class and explain each of the sections.
- Use a common vocabulary word to demonstrate the various components of the form.
- Model the type and quality of desired answers when giving this example. (Could use a visualiser for this).

4. Assign Student Groups (optional)

Divide the class into student pairs. Assign each pair one of the key concepts and have them complete the four-square organiser for this concept. Or assign each student one word to work on alone.

5. Share Ideas

Ask students or student pairs to share their conclusions with the entire class. Use these presentations to review the entire list of key concepts.

It can be adapted to context – for example in Geography it is sometimes useful for students to draw a diagram or state a case study in examples. You could also include antonyms and synonyms.

FRAYER MODEL

Definition

- All possible definitions of the word
- Dictionary definitions
- Visual aids
- Put the dictionary definition in your own words

Characteristics

- Origin
- Pronunciation key
- Syllables
- Etymology
- Word parts
- Parts of speech

**Word/Concept/
Term**

Examples

- Use it in a sentence
- Draw a picture
- Synonyms

Non-examples

- Use it incorrectly in a sentence
- Something it is not
- Antonyms

Synonym:

Antonym:

Appendix 3: Provide opportunities for structured talk.

Role cards for use in class discussions/debates with sentence stems.

<p style="text-align: center;">Instigator</p> <ul style="list-style-type: none"> Starts the discussion or opens a new topic for discussion. Could begin a new line of enquiry or move the discussion on or in a new direction if it is getting stuck (at an impasse). <p>Possible sentence stems:</p> <ul style="list-style-type: none"> <i>I would like to start by saying...</i> <i>Firstly, we should discuss...</i> <i>I think we should just consider...</i> <i>Should we now think about...</i> 	<p style="text-align: center;">Builder</p> <ul style="list-style-type: none"> Develops, adds to, or runs with an idea. Elaborates on what others have said, adding more detail or giving a reason why they agree with someone else's contribution. <p>Possible sentence stems:</p> <ul style="list-style-type: none"> <i>I agree and I would like to add...</i> <i>Building on that idea, I think</i> <i>Following on from that point...</i> <i>You made a good point because...</i>
<p style="text-align: center;">Challenger</p> <ul style="list-style-type: none"> Gives reasons to disagree or presents an alternative argument. The focus is disagreeing politely, with respect showing that other opinions are still valued. <p>Possible sentence stems:</p> <ul style="list-style-type: none"> <i>I disagree with you because...</i> <i>You mentioned X but what about...?</i> <i>I see what you're saying but...</i> <i>I can understand why you might feel that way, however...</i> <i>That's an interesting idea, but have you considered...?</i> 	<p style="text-align: center;">Clarifier</p> <ul style="list-style-type: none"> Simplifies and makes things clearer by asking questions. Checking that their interpretation of what has been said is correct. Asking the meaning of a word or concept. <p>Possible sentence stems:</p> <ul style="list-style-type: none"> <i>What did you mean when you said...?</i> <i>Does that mean...?</i> <i>So, am I right in thinking that...?</i>
<p style="text-align: center;">Prober</p> <ul style="list-style-type: none"> Digs deeper into the argument, asks for evidence or justification of ideas. Ensures that the talk is accountable - based on evidence and reasoning. <p>Possible sentence stems:</p> <ul style="list-style-type: none"> <i>Can you provide an example to support what you said?</i> <i>Why do you think...?</i> <i>To what extent do you think...?</i> <i>What evidence do you have to support your view that...?</i> 	<p style="text-align: center;">Summariser</p> <ul style="list-style-type: none"> Identifies the main ideas from the discussion. Offers a succinct and balanced evaluation of ideas presented. Can be used to bring discussion to a conclusion or to move it on. <p>Possible sentence stems:</p> <ul style="list-style-type: none"> <i>So overall the main points of this discussion were...</i> <i>Our discussion focused on...</i>

Source Material

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DFE Teachers' Standards Guidance for school leaders, school staff and governing bodies, July 2011 (introduction updated June 2013)

Beccy Earnshaw, Director Voice 21 in Transform Teaching and Learning Through Talk (Gaunt & Stott, 2019)

Accountable talk is based on knowledge (it seeks to be true), reasoning (providing evidence for opinions), and community (listening and showing respect for others) – from the work of Resnick et al (2018)