

POLICY: LITERACY POLICY

PERSON RESPONSIBLE: J BAILEY

MONITORING: HOFs & HOYs

REVIEWED: September 2018

REVIEW DATE: June 2019

Adopted by the Governing Body on 19th September 2018

RATIONALE

'We believe literacy is the ability to read, write, speak and listen well. A literate person is able to communicate effectively with others and to understand written information.' National Literacy Trust. 'Literacy is freedom' UNESCO 2012

Language is at the heart of all learning – it is the prime medium throughout which students process information and express themselves across the curriculum. Effective literacy produces effective communicators and this comprises the successful application of reading and writing skills as well as the ability to speak articulately in a range of contexts and for different purposes. Therefore, development of good literacy skills and effective use of language are critical in ensuring successful learning occurs in all subjects. Given that the development of students' literacy skills results in enhancing their learning across the curriculum, everyone has a genuine stake in the cultivation of effective literacy skills as a tool for learning throughout the school.

Literacy is crucial for all our students at Paget High School and as such it is our duty to develop and promote it in all the work that we do. It is more than just reading, writing, speaking, listening or SPaG. The new curriculum is more demanding and greater emphasis is placed on spelling and grammar, extended writing and the quality of written work. The new specifications also require students to be able to read and make sense of complicated texts as well as apply their knowledge to new work and situations and articulate their understanding accurately.

Therefore, in all subjects there is a greater need for our students to have good literacy skills and for them to understand that the use of coherent language is a necessity in all subjects not just English Language and English Literature.

We need a policy that will meet the needs of our students and prepare them for future challenges.

Literacy permeates all aspects of school life and is a crucial part of the commitment to raising standards in Paget High School. A whole school approach to developing literacy helps to support the aims of the school by:

- Ensuring that our students are able to access the curriculum and make progress.
- Ensuring that our students can speak and work with pride.
- Ensuring that our students are confident and able to manage their own learning.
- Preparing our students for life-long learning.

PURPOSE

- To improve literacy skills of all students and thus enabling them to access the curriculum more effectively.
- To raise standards across all subjects.
- To raise staff awareness of literacy as a tool for high quality teaching and learning.
- To establish and maintain high, consistent expectations across the curriculum.
- To develop students' literacy skills; ensuring students are effective speakers and listeners, confident writers and can deploy a range of reading strategies.
- To support students with weak literacy skills through specific intervention strategies.
- To develop students' confidence and raise their self-esteem.
- To prepare students for life in an increasingly communications led society by ensuring that independent literacy skills are taught, developed and applied.

PRINCIPLES

- All teachers are teachers of literacy.
- All staff are committed to developing the literacy skills of all our students. This will give students full access to the curriculum therefore allowing our students to make greater progress.
- Students have the literacy skills to develop and improve reading, writing, speaking and listening skills in all subject areas.

- Students will have a set of tools which enables them to have the confidence to express themselves.
- Students have the capacity to organise their ideas and have clarity of communication.

LEADERSHIP OF LITERACY

- Strategic leadership and monitoring is the responsibility of SLT and the Head of English.
- All teachers are teachers of literacy and as such have responsibility for the development of literacy and contribute to students' development of language as speaking, listening, writing, reading and speaking are, to varying degrees, integral to all lessons.

Monitoring and Evaluation

The policy will be monitored and quality assured by SLT and HoFs, using the following approaches:

- Book Looks.
- Learning Walks.
- Lesson Observations.
- Teaching and Learning Consultant.
- Sharing of good practice.
- The use of the Accelerated Reader package.

LITERACY ACROSS THE CURRICULUM

- All teachers to know and understand the literacy levels of students and provide appropriate opportunities to develop, apply, and master literacy skills.
- All subjects make a specific contribution to the development of literacy and language through the use of subject vocabulary, the use of styles of writing appropriate for to the subject, the opportunity for students to access resources and materials appropriate to the subject area.

All faculties and subjects will aim to improve reading, writing, SPaG, speaking and listening. They understand the literacy needs and demands in their subject area and plan accordingly.

Good teaching incorporates developing literacy in our all students. The structures we use to promote good learning also facilitates the development of speaking, spelling and writing. Specifically, literacy needs to develop the following:-

Reading:

- Students should experience a range of genres, appropriate for the specific subject.
- In key stage 3 the emphasis should be on reading and comprehension as much as possible, in key stage 4 it should focus on analysis of the texts.
- Students should use active reading strategies to support their learning such as BUG.
- Opportunities need to be given for students to read in lessons and to access reading materials appropriate in purpose and challenge.
- Exemplar materials, including digital resources, should be used to support the development of reading and research and study skills to be incorporated in lessons to ensure greater understanding.
- Student reading ages to be shared with all staff along with key information and for the students not at age-related reading levels, interventions will be actioned.

Writing:

- Students to be encouraged to 'think as' and 'write as' someone from the given subject area, i.e. write as a scientist to meet the needs of the subject i.e. factual or scientific writing in science.
- Attention given to presentation – constant reminders about layout, neatness, punctuation and spelling.
- The audience and purpose needs to be clear in all extended writing tasks.
- Planning is key and students need to plan for extended writing activities. The use of SQulD, PEEL, for example can help this process. Drafting and redrafting of work should be included in all written pieces of work.
- Modelling should be used to make explicit to the students how they should to write in the subject area.
- Teachers must ensure the use of the key subject vocabulary.
- Extended writing opportunities must be included as appropriate to the needs of the subject, completed independently, as appropriate, within periods of quiet and silent working.
- Exemplar materials should be available and used to support the development of writing.

Spelling:

- Spelling to be corrected 4 times.
- Key words to be repeated in lessons several times over and attention given to the spelling.

Speaking & Listening:

- Students and adults are expected to listen, respect and acknowledge the views of others and respond appropriately.
- Questioning should be routine and provide thinking time but stretch and challenge using Bloom's Taxonomy.
- Purposeful pair and group work should be incorporated to enhance learning, use of subject specific vocabulary and to develop oracy.

Marking for Literacy:

This should be read in conjunction with the Assessment for Learning policy.

- Identified key pieces of work within the scheme of work will be marked for literacy.
- The literacy agreed codes to be used.
- The 'Yellow Box' method to mark literacy to be used where appropriate.
- Areas for improvement are highlighted via 'next steps comment'.
- Purple Pen time is planned for and students make improvements to work, including literacy.

The learning environment:

- Subject specific vocabulary and core grammar skills are displayed and students are encouraged to use.
- Access to the library, when appropriate, is encouraged.
- Reading material that is up-to-date, representative and appropriate is available for students to use.
- Dictionaries, glossaries, subject specific texts and lists of subject vocabulary are available during lessons.

Curriculum

This should be read in conjunction with the Curriculum policy.

- Increase of time for English in KS3 & KS4.
- Use of PSE to deliver skills for reading and to include opportunities for discussion work.
- Increased use of Drama to develop oracy.
- Introduction of specific banding, setting and mixed ability grouping in KS3 to support the development of literacy as determined by the HoF and SLT.

Specific literacy initiatives

This should be read in conjunction with the Teaching and Learning, SEN & EAL policies.

Literacy intervention will be a priority throughout the school, particularly at KS3. It will include the following:

- KS3 to carry a reading book.
- All new Y7s to be given a dictionary.
- KS3 students to do Paired Reading – Y7 & Y9 led by ASH.
- Prior data, including reading ages shared with staff – CM/RR.
- Use of literacy 'tests' to understand students' needs overseen by the SENCO.
- Accelerator Reading programme in KS3.
- Use of the library in English and in other subject areas, where appropriate.
- Literacy TAs to cover **all** the literacy intervention – 3 levels to cover below age expectation in KS3 – below 100, below 90, below 85.
- Specific intervention to be actioned throughout KS3 & KS4.
- Use of the Accelerated Reader programme to identify weak readers who will then receive planned intervention.

CONCLUSION

We intend to empower every student by creating a literate environment and we want to ensure every member of staff and every student values the power of literacy not only in their learning and teaching but also in their ability to communicate effectively, articulate their thoughts and feelings and to make sense of the world.

WORKING PRACTICE: (Insert Faculty) LITERACY POLICY

PERSON RESPONSIBLE: Insert HoF

MONITORING: SLT

DATE: September 2018

REVIEW DATE: June 2019

LITERACY IN insert faculty

FACULTY RATIONALE

Insert rationale here

LITERACY EXPECTATION IN insert faculty

In each subject, we undertake to:-

Literacy Strand	Subject	Key Stage / Year Group	Agreed minimum expectation within Faculty
Reading			
Writing			
Speaking & Listening			
Marking for Literacy			

EFFECTIVE PRACTICE IN (insert FACULTY)

Key stage 3 (insert subject)

Insert photograph of any exemplar practice that shows the focus on literacy in the faculty i.e. the use of green pen feedback with literacy codes and purple pen responses.

Key stage 4 (insert subject)

Insert photograph of any exemplar practice that shows the focus on literacy in the faculty i.e. the use of green pen feedback with literacy codes and purple pen responses.

Key stage 5 (insert subject)

Insert photograph of any exemplar practice that shows the focus on literacy in the faculty i.e. the use of green pen feedback with literacy codes and purple pen responses.