

SMITHILLS SCHOOL

POLICY:

LITERACY POLICY

Written By: Jenny Morgan, English Department

Signed:



Principal

Date: July 2017

Approved on behalf of Governing Body:

Mick Crossley

Chair of Governors

Date: July 2017

For Review: July 2018

“Literacy is the road to human progress and the means through which every man, woman and child can realise his or her full potential” – Kofi Annan

Aims of this policy

- To raise the literacy attainment of all pupils across all subjects
- To integrate the skills of speaking, listening, reading and writing and embed these within the curriculum
- To provide opportunities for pupils to reinforce and consolidate literacy skills across all areas of the school
- To promote a love of reading throughout the Smithills family

Rationale

All teaching and support staff are committed to raising literacy standards due to our understanding that:

- Improving literacy and learning can have a positive impact on pupils’ self-esteem, on motivation and behaviour
- If pupils can access texts, they can engage with their learning in a more independent way
- Literacy is increasingly valued in the world of work and the skills of reading, writing, speaking and listening are highly valued by our pupils’ future employers
- Pupils need language, a broad vocabulary, analytical skills and organisational control to cope with the cognitive demands of all academic subjects
- Reading helps us to learn from sources beyond our immediate experience
- Detailed responses to higher order questions encourage the development of thinking skills and enquiry

Oracy Curriculum

Oracy is the ability to communicate effectively with others; a vital skill that we must all learn. At Smithills, we are committed to ensuring that by the end of their time with us, our students have the ability to communicate confidently and effectively with others.

All students in Years 7, 8 and 9 will be taught an innovative, oracy-based literacy curriculum (one lesson over two weeks) to support them in their development of this critical life skill.

Literacy across the curriculum

Although not an exhaustive list, teaching and support staff across all subject areas will support literacy attainment by:

Speaking and listening

- Providing opportunities for structured talk in pairs and groups

- Making explicit the value of talk as an essential part of learning
- Where appropriate, setting meaningful speaking and listening tasks for homework
- Providing support for pupils to understand the benefits of developing excellent communication skills for their future employment opportunities

Reading

- Providing opportunities for extended reading, as well as close reading, skimming and scanning
- Supporting pupils in extracting information from a text and making notes. Texts should be decoded and age appropriate
- Encouraging pupils to think critically about the texts they encounter across the curriculum
- Varying the way a text is read: this could involve silent reading, bringing a text alive by reading to pupils, oral reading by pupils, audio recordings or guided reading
- Aid understanding by pre-teaching concepts that might inhibit pupils' ability to access a text

Writing

- Marking written work for literacy in line with the whole-school marking policy
- Using the modelling process to make explicit to pupils what a successful piece of writing looks like within each subject area
- Ensuring pupils have an understanding of subject-specific vocabulary
- Providing opportunities for regular, sustained writing
- Providing opportunities for pupils to redraft written work once it has been peer or teacher marked
- Providing differentiated tasks appropriate to ability

Literacy and reading outside the classroom

Opportunities for pupils to engage with reading and literacy outside of the classroom include, but are not limited to:

- Themed library events held half-termly to encourage all pupils to attend the library and engage with appropriate reading books
- Literacy Learning outside the classroom event to take place annually (beginning 2017) for pupils in Year 7 and Year 8
- Caught reading vouchers for staff to award for pupils who are caught reading outside of normal lesson time
- Reward and recognition events held in the library to reward pupils for their efforts
- Reading Challenge in conjunction with Bolton School to provide a reading mentor for reluctant Year 9 readers
- KS4 reading ambassadors to support Year 7 and Year 8 pupils requiring urgent intervention
- Opportunities for pupils to upload book reviews onto the school website

- Half-termly library bulletin sent out to all pupils and shared on the school website to encourage pupils to participate in events
- Drop Everything and Read (DEAR) events throughout the academic year, linked to the SEMH programme and events of local/national significance
- Regular trips and visits to local/regional theatres

The role of the English department

In addition to the strategies and approaches mentioned above, teaching and support staff in the English department will support literacy attainment by:

- Supporting pupils to use Standard English consistently and appropriately with secure control and accuracy of grammatical structures, sentence demarcation and punctuation
- Supporting pupils to consistently meet the demands of form, purpose and audience by making deliberate choices at whole text, sentence and word level to achieve specific effects, including paragraph and sentence length and structure
- Providing pupils with the opportunity to develop a high level of accuracy in spelling, grammar and punctuation, including the use of ambitious vocabulary
- Ensuring the KS3 curriculum provides pupils with the opportunity to develop the skills and qualities required to access the new, more rigours, KS4 specifications
- Supporting pupils in bi-weekly library lessons designed to engage and motivate them

Accelerated Reader Programme and additional intervention

- Pupils in Year 7 and Year 8 will follow the Accelerated Reader Programme, designed to accelerate progress in reading by providing a structure to motivate and encourage pupils to make progress in their reading, and as a result, across the curriculum as a whole. Further details can be found at <http://www.renlearn.co.uk/accelerated-reader/>
- Targeted interventions developed in Year 7 and Year 8 for pupils requiring an adapted curriculum; drawing on the most successful elements of a previous EEF project and synthetic phonics
- Extra 1-1 literacy session for pupils accessed through learning services
- The Hub literacy group providing small group interventions for pupils identified as requiring extra support

The role of the AVP (Learning, Teaching and Achievement)

- To quality assure whole-school literacy process through work scrutiny
- Support Subject Leaders to ensure literacy strategies are embedded within the curriculum and staff are supported to mark for literacy and address misconceptions

- To contribute to the development of teaching and learning strategies to enhance standards of literacy across the curriculum through the effective provision of staff CPD
- To ensure trainees, NQTs and staff new to the school receive appropriate training and support on effective literacy pedagogy
- To ensure literacy remains a focus in whole school and departmental developments
- To liaise with other leaders within the school to ensure literacy development is embedded within other relevant strategies e.g. closing any achievement gaps
- Plan, implement and evaluate a programme of regularly calendared reading events, across a range of themes, focus areas and year groups