



The Derby High School
POL019
Literacy Policy

Audience: Public

LITERACY POLICY

OUTLINE

'English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language continues to underpin the development of pupils' reading and writing during key stage 3 and teachers should therefore ensure pupils' confidence and competence in this area continue to develop. Pupils should be taught to understand and use the conventions for discussion and debate, as well as continuing to develop their skills in working collaboratively with their peers to discuss reading, writing and speech across the curriculum.' (The framework for teaching English 2014)

REVISION LOG

Change Date	Reason for change	Details	Approved By
Spring 2014	Document Created	First Revision	School Governing Body
Summer 2015	Annual Review		School Governing Body
Summer 2016	Annual Review		School Governing Body
Summer 2017	Annual Review		School Governing Body

PURPOSE

To ensure that:

- All teachers are teachers of literacy
- The school seeks to promote pupils' appreciation of the value of talk, reading and writing across the curriculum and in the wider world
- All pupils are given every opportunity, in all areas of the curriculum, to develop speaking and listening, reading and writing skills
- Pupils are given opportunities to develop & use talk for a range of purposes and audiences
- Reading materials are at appropriate readability levels to enhance learning and reflect a balance of culture and gender
- Pupils are given opportunities to:
 - Develop skills of writing in a variety of forms, for different purposes and for a range of audiences
 - Plan, draft and discuss writing and to use writing to organise thoughts and aid learning
 - Use the Library, ICT and audio visual resources to support subject learning
 - Participate in cross curricular events
- Pupils are supported as necessary with handwriting, presentation and spelling
- Pupils are empowered as learners through well-developed literacy skills
- The individual needs of pupils of each age, ability and gender are provided for
- Literacy in every parental tongue is valued
- Pupils' levels of literacy development are taken into account in teachers' planning and preparation, as well as monitored and referred to explicitly in marking and feedback.
- Subject feedback takes the form of precise targets for individual progression, to aid the student in their subject development; teachers will report on the Quality of Written Communication, in order to support the individual learner
- Staff development needs are provided for
- Statutory requirements are fulfilled

AIMS

ALL TEACHERS

- To model writing collaboratively with the students, discussing syntax, punctuation and sentence structure.
- To model the correct style of vocabulary pertinent to the genre, audience and purpose of the writing task.
- To ensure that students are designated time to edit and redraft extended pieces of writing to guarantee high quality literacy.

IN ALL SUBJECTS, WE ARE REQUIRED TO TEACH PUPILS THE FOLLOWING

SPEAKING AND LISTENING

- For pupils to express themselves correctly, using an appropriate level of formality in varying situations
- To recognise and use Standard English as well as being able to adapt language to show awareness of different audiences and purposes
- To use language precisely and cogently, making good use of subject-specific vocabulary
- To listen to others respectfully, build upon their ideas and views constructively

READING

To develop pupils' reading strategies in order to help them:

- Read increasingly challenging material independently
- Develop an appreciation and love of reading; All KS3 English lessons provide opportunities to read challenging texts, including 19th century fiction and nonfiction, in preparation for GCSE
- Develop the skills in reading aloud with confidence and expression
- Develop the art of performance poetry *in English lessons* by listening to, and engaging with, a range of poets, performing poetry through rhythm, rhyme and communication
- Develop performance reading and communication in drama based subjects and activities
- Read with understanding
- Locate and use information
- Follow a process or argument and summarise it
- Synthesise and adapt what they learn from their reading
- Identify the 's purpose, audience and viewpoint and recognise how language has been adapted accordingly
- Consider the cultural context of a text and be aware of influences on it / influences on the reader

WRITING

- To present work in a conventional manner using rulers to underline dates; titles and sub titles; ruling off completed written work and note making
- All written work must formally be presented in black or blue ink
- All pages and lines in exercise books must be utilised prudently and effectively
- Exercise books must be free from personal graffiti and respectfully cared for
- To use correct spelling, punctuation and follow grammatical conventions
- To organise their writing in logical and coherent forms
- To ensure all extended pieces of written work is suitably presented to an acceptable standard and paragraphed appropriately and accordingly
- To know how to adapt language to suit different purposes, audiences and genres
- To make appropriate word choices from a vast range of vocabulary
- To be aware of writing for specific genres, audiences & purposes

RECOGNISED STRATEGIES:

KEY WORDS AND PHRASES:

- Vocabulary displays & literacy walls pertinent to topics being studied
- Vocabulary banks to aid the development of language skills
- Spellings- Strategies and the learning of key spelling patterns - Key phrases to include grammatical constructions

SPEAKING AND LISTENING:

- Teaching important listening skills
- Paired and/or group collaborative tasks
- Oral preparatory work
- Oral group work
- Oral presentations for different purposes and audiences
- Teaching language styles appropriate to different purposes and audiences especially the teaching of Standard English
- Oral evaluations
- Debates
- Discussions
- Probing Question and Answer sessions
- Word games
- Surveys and questionnaires
- Interviews
- Oral frames

READING:

- Written word displays: brainstorming, evaluating and exploring word choices within texts being studied. Making a visual bank of vocabulary to learn and utilise within extended pieces of written work- following on from reading.
- Use of library resources to aid in furthering study and extended writing that follows on from reading
- Differentiated texts to support diverse needs
- Directed activities relating to text: in respect of word, sentence and text level work. These activities are essentially collaborative tasks. They help to maximise the opportunity for learning. Talk is the vehicle for shared learning in the applications of these methods of reading:
 - **Reconstructive activities:** where the original text has been modified in some way and the pupil has to reconstruct it. For example, word deletion; paragraph or sentence deletion; prediction; sequencing sections of text...
 - **Processing activities:** text marking; representing the text in visual or tabular form; breaking the texts into recognisable sections, giving reasons for their decisions; statements; genre games – rewriting text to suit another genre; question setting based on the text; drama- where aspects of text are brought alive by pupils performing role play, hot seating, thought tracking...
- Research tasks, using variety of texts, including ICT and kindles
- Pupils reading to each other, reading their own and each other's work
- Paired supportive reading
- Shared text reading and explicit dialogue regarding the different reading skills – using literacy bookmarks for this
- Use of dictionaries, thesauruses, glossaries
- Departmental glossaries and dictionaries
- Reading instructions
- Extension activities for the most able
- Promotion of a wide range of reading materials
- Encourage reading for pleasure during form periods and cultivate an ongoing dialogue regarding reading

WRITING:

- Writing in different styles for different purposes and audiences
- Teaching the conventions of different text types
- Modelling writing & writing collaboratively with pupils
- Use of writing frames and stimulus material to plan for writing
- Word processing
- Producing glossaries
- Spelling dictionaries
- Spelling and vocabulary games
- Teaching spelling strategies
- Teaching of subject vocabulary and correct spellings.
- Teaching of drafting, editing and proof reading skills.
- Written evaluations of work
- Explicit literacy focus in 'success criteria' used to structure peer assessment / self-assessment (literacy writing mats will be useful here)
- Writing at appropriate length, sometimes briefly / sometimes extended
- Project work and other extended writing tasks
- Examination style written responses
- Writing as model examples
- Writing in different genres
- Rewarding correct spelling, punctuation, grammar and Standard English
- Extension activities for the most able

THE ROLE OF THE SCHOOL LIBRARY

- The school library is utilised to promote high levels of literacy progression within all subject areas. The school librarian is a key player in literacy attainment across the school.
- High level literacy schemes of work are delivered fortnightly, to year 7, by the librarian and class teacher. The objective is to provide a rich diet of all aspects of reading and writing. The schemes also provide access to study a wide range of engaging texts to enthuse the young learner.

LIBRARY LITERACY STRATEGIES INCLUDE:

- Providing a well-organised and well-stocked library and being available to recommend books to pupils who read as well as encouraging those who do not: some fiction books are now in the process of being 'age' levelled, for reading age suitability and challenge
- Promoting and delivering form book boxes throughout KS3 and replacing them each term
- Helping pupils to develop their reading skills in morning reading sessions
- Running a weekly Book Club to generate literary discussions, provide opportunities for pupils to read aloud and encourage creative writing
- Enabling pupils to shadow the Bolton Children's Fiction Award and other shortlists by liaising with the organisers
- Providing opportunities for pupils to meet authors to motivate and reward their reading
- Running regular activities and events, which have a literacy theme, such as The Book Factor, Spelling Bee and the Pen-Pal project
- Celebrating global and national events which promote reading and highlight the importance of its value such as World Book Day and National Storytelling week
- Co-ordinating national initiatives within school, which have a proven effect on raising levels of literacy: 'Reading Champions' is a new reading project; the aim of which is to create reading mentors in year 7, who will 'champion' and promote reading within their form groups
- Delivering the literacy scheme: '*Reading is a Journey*' to year seven; helping pupils to access and engage successfully with a variety of fictional texts
- Co-ordinating a 'Buddying' reading initiative, using reading role models from years 9 and 10 to support, guide and mentor vulnerable readers in year 7
- Promoting the 'Book Fair' to encourage the sale of a wider range of challenging material for reading in school and at home

WHOLE-SCHOOL LITERACY FOCUSES

- All staff to follow the literacy calendar and promote the agreed focus whenever and wherever applicable
- Whole school literacy foci should be reflected within departmental schemes of work, individual lessons and lesson plans
- Staff are encouraged to consider literacy based 'Bell work', as well as content based 'Bell work', in order to prepare students for focused writing in lessons
- All staff to encourage pupils to use literacy aids to support writing
- There will be a specific focus on improving the literacy attainment of the current Year 7 cohort through targeted intervention programmes and cross curricular lessons
- All form tutors to encourage and promote literacy progression at every opportune moment
- Reading for pleasure with all year groups is now a significant part of form periods
- All staff must be aware of students in their classes who underperform in literacy; Students' names must be forwarded on to the literacy co-ordinator for targeted intervention:

- ❖ 'Star Reader' is now used as the main **diagnostic assessment tool** to identify year 7 underachievers in reading. It is used in the first instance to access any given pupil's reading age: from this investigative data, targeted intervention is put into place to develop a wide range of reading skills for that pupil or pupils.

The Star Reading test can be administered by the English staff at any time throughout the year and as often as results are required: Follow up testing can show any form of progression, no matter how slight. The benefits, for those teachers, is that it can generate individual, group, class or whole year concise reports on screening, benchmarking, child growth and progress monitoring to inform planning.

Note: **Star Reading** is a computer-adaptive **assessment**, using sophisticated item calibration and psychometrics to adjust dynamically to each child's unique responses.

- ❖ 'Lexia' is an online **reading comprehension style programme** used to target underachievers in years 7 and 8: This programme is designed to aid learners in being able to access all reading material across subjects: Literacy intervention schemes will continue to target identified pupils across all year groups with poor literacy skills.