



Literacy Policy

Date: September 2020

Review date: September 2021

Approved by Advisory Board: September 2020

Linked with other policies:

Signed:

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Introduction

At All Saints School we believe that good language and literacy skills are vital in all areas of education and in society; it is only through being able to read, write and speak fluently that we can communicate ideas and emotions and make sense of the world around us. Research shows that regular reading for pleasure benefits every area of a student's development; so we have an enthusiastic, school-wide aim to foster and promote a love of reading. All students have access to a wide range of reading materials, through which to gain and expand their knowledge and to develop their understanding of the written word.

Rationale

Literacy is fundamental to students' development and underpins our curriculum by developing abilities to speak, listen, read and write for a wide range of audiences and purposes. Helping students to express themselves clearly, orally and in writing, enhances and enriches teaching and learning in all subjects. Teachers and support staff, in all curriculum areas, have a crucial role to play in supporting students' literacy development. Literacy must be embraced by the whole school, throughout the school day, as it has a wide-reaching impact on the lives of our students, both during their time at All Saints and indeed throughout the rest of their lives.

Curriculum

Throughout the school, for a variety of reasons, students may arrive with scores below national and age-related expectations and may be lacking in confidence and self-esteem. Staff develop students' confidence and effectively break down the barriers to learning by creating a nurturing, safe and stimulating learning environment, based on individual needs.

Key Stage 2

Reading

Aims

- to enable our pupils to read for enjoyment, confidently, fluently, accurately and with understanding.
- to employ a full range of reading cues – phonic, graphic, syntactic, and contextual – to monitor, correct and make sense of their own reading.
- to foster an interest in words and their meanings and to gain an appreciation of books from a variety of genres.
- to enable the children to find books interesting, to read with enjoyment and to evaluate and justify their preferences.
- to develop a suitable technical vocabulary through which to understand and discuss their reading.
- to develop reading skills in tandem with those of writing, so that they may function in society, as literate adults and readers for life.
- to create reading opportunities across all areas of the curriculum, to make it more meaningful and relevant to the children.

All KS2 pupils receive daily opportunities for:

Individual Reading - Children reading below age expectations are required to be heard to read individually. The class teacher is primarily responsible for organising and listening to readers.

Shared Reading – (EveryoneReadsInClass) The whole class shares a text, often using an enlarged text (paper or ICT based). Shared reading provides a context for teacher modelling, teaching and applying reading skills (word, sentence and text level).

Guided Reading - The children are set into ability groups. The reading sequence is:

- Pre read
- Guided read
- Post activity
- Reading for pleasure
- Comprehension

Read Write Inc – Two groups following the scheme, 3 times a week. The lower group practices the sounds on daily basis.

Reading for pleasure – (This is the group that is too high for RWI scheme. They read to an adult and complete chosen activities). Whilst reading for pleasure the pupils must be given a task such as: collecting adverbs/ powerful verbs/adjectives, golden lines that can be used in their writing, a character description, authorial devices and unknown language.

Story Time - Texts that are ability appropriate and linked to the Topics Curriculum are read aloud by the teacher. We believe that giving children the opportunity to listen to stories, develops the child's ability to comment on and respond to events and experiences within a text. These sessions also allow the teacher to check a child's comprehension, by asking literal and inferential questions, which aid deeper understanding of the plot and themes of the story, also increasing their vocabulary.

Library Skills - All classes are timetabled to visit the school library on a weekly basis. Children also access the library for research purposes, when appropriate, developing skills needed to locate and effectively use information.

Pat dog - provides comfort, encourages positive social behaviours, enhances self-esteem, motivates speech and inspires young people to have fun whilst reading.

Writing

Aims

- To develop pupils in becoming efficient and effective writers who can write appropriately for a variety of audiences
- To ensure that all pupils experience a range of purposes and forms of writing
- To ensure all pupils follow the Twinkl handwriting programme, as a class, group or on 1:1 basis (we are not doing this, but I will have that in place in my planning for next term – at the moment they are just practicing handwriting – no scheme)
- To ensure all pupils have opportunities to plan, edit, draft and present their work

- To develop pupils' love of writing

Presentation

All pupils will begin by writing in pencil. Pupils who can neatly present their work by following the presentation guidelines will be able to apply for a pen licence. Scaffold sheets can, for those who need it, be trimmed and stuck in neatly – five non-negotiables: Day, Date and LO to be written and underlined; Capital letters including I; Full stops correctly used; Remember finger spaces; Use a variety of vocabulary (include WOW words).

Curriculum coverage

All pupils should be writing daily in some form across the curriculum using the skills and knowledge acquired in literacy lessons. Class teachers will follow the curriculum map to ensure that children are exposed to all genres and writing forms.

Modelled and Shared writing

Shared writing is a whole class activity where the teacher models the writing of the text. In shared writing, the pupils will contribute to the text by suggesting words or sentences to be used. The teacher demonstrates how to write and explains decisions. Teacher will model thinking, rehearsing sentences, writing and re-reading constantly generating words and ideas. Across the key stage, teachers will focus on the purpose, audience, level of formality, structure and organisation of the text.

Creative/Extended Writing:

At KS2 the writing is linked to the Topics Curriculum where each genre is linked to the current topic. These opportunities enable children to use their imagination, exploration and build their writing experience. Genre overviews across the school ensure a wide genre list is covered.

Use of ICT

Computer based work is available to all pupils. Pupils will use ICT wherever possible as an integral part of the writing process, including research using the internet. All pupils will have access to ICT for drafting and to produce finished products.

Differentiation

To ensure all our pupils are making the most progress they can within a lesson the work must be clearly differentiated using AFL via a variety of methods e.g. resources, adult support and level of thinking skills required.

Speaking and listening

From the beginning children are actively encouraged to speak and listen. Opportunities are given for school, class, small group and individual discussion, expression of ideas and presentations.

Speaking and Listening is developed through:

- Storytelling.
- Describing and listening to events and experiences
- Speaking and listening appropriately to different audiences including peers, teachers and other adults.

- Speaking and listening appropriately in a variety of contexts across the curriculum
- Group discussion and interaction
- Reading aloud
- Drama and role-play activities
- Debate and presentation
- Use of specific topic vocabulary is modelled and displayed

Standard English must always be modelled and a pupil's speech corrected. Speaking and listening runs throughout the curriculum and pupils will be speaking in front of their peers in class, the community, year groups, assemblies etc. The skills that children develop in speaking and listening are linked to, and applied in, every subject of imaginative curriculum in KS2. These skills enable them to communicate and express themselves in all areas of their life. English contributes to the teaching of PSHE and Citizenship by encouraging children to take part in class and group discussions on topical issues. Planned activities within the classroom also encourage children to work together and to respect each other's views.

Key Stage 3

Aims

At **KS3** we often start with a mixture of students, those who have come right the way up from our own Junior department, those who have joined the school at another point and those coming into Year 7 from another educational setting. We aim to revisit, consolidate and build on work covered in KS2 as well as to 'fill the gaps' which may, for a variety of reasons, exist in literacy skills and which may hinder students' abilities to access all areas of the school curriculum.

Reading

It is our aim to develop our students' love of reading and to allow them to access increasingly challenging material through reading a range of fiction and non-fiction. They will encounter a wide range of genres, historical periods, forms and authors, including prose, poetry and drama, both pre-1914 and contemporary and at least 2 plays by Shakespeare.

Students will build on skills learnt previously to identify explicit and implicit information in written texts and to be able to support their own answers with relevant textual evidence (the P.E.E. method). With the help of dictionaries, they will become familiar with new vocabulary and be able to relate it to that they already know. It is important that they are taught to recognise the purpose and audience for a text, as well as the context in which it was written and how that may have impacted on a writer's ideas and intentions. At all times, appreciating the skill of an author in crafting a piece of work will be emphasised and students encouraged to refer to the writer by name when analysing their writing.

When reading critically, students will learn how language, vocabulary choices, grammar, structure and organisational features present meaning. We will study setting,

characterisation, plot and poetic conventions and the effects of these. When reading a play, students will be reminded of the importance of aspects of staging and the effect of these on an audience. Wherever possible, the study of a play will be supported by a theatre visit so that the impact of 'page to stage' can be seen.

All KS3 classes will visit the school library to carry out research and to choose their own books for challenge, interest and enjoyment. Independent reading takes place regularly at the start of English lessons and during morning tutor times once a week. This encourages students to make their own reading choices (books brought in from home, chosen from the library or from stocks in classrooms), to see staff modelling the enjoyment of reading and to allow for discussion and recommendations around books chosen. It also means that all reading can be valued equally, fiction and non-fiction and the choices of the more reluctant readers.

Writing

Students will be taught to write accurately, fluently, effectively and at length. Before starting any piece of writing, they consider the F.L.A.P (form, language, audience and purpose) of their writing and how this will influence their own work. Writing tasks will be wide ranging, including stories, play scripts, poetry and other creative writing, notes and scripts for presentations, non-fiction writing such as instructions, information, advisory and persuasive texts and formal and informal letter writing. Sentence starters and writing frames will be used to help students start pieces of written work and to build their confidence.

In all areas of spelling, punctuation and grammar, teachers will apply the knowledge and skills gained by students in their earlier years, paying attention to areas of difficulty and aiming to embed accuracy in their writing. Spelling, punctuation and grammar rules will be regularly revisited and taught and students will draw on new vocabulary and grammatical constructions from their reading to use these consciously in their writing to achieve particular effects.

There will be an emphasis placed during written tasks on students planning, drafting, editing and proofreading their own work. At all times, they will aim to re-read what they have written, check whether it all makes sense and think how it could be improved. Peer reading of work and constructive criticism can also be used.

Spoken Language

We recognise the importance of students being able to speak confidently and effectively, using Standard English where appropriate, to be able to express their own ideas and opinions and to be able to listen and respond to others. During KS3 there are regular opportunities for this for this to happen formally and informally in a variety of settings. These would include whole class and small group discussions, individual speeches and presentations, formal debates, summarising an argument and rehearsing and performing play scripts and poetry.

Key Stage 4

Aims

At **KS4** the majority of our students follow AQA English Language and Literature courses. For those for whom GCSE courses are inappropriate we offer qualifications in Functional Skills and ASDAN to support their continuing learning journey.

Reading

Students will read a varied and challenging set of texts, both seen and unseen, including works from the 19th, 20th and 21st centuries, poetry since 1789 and at least one play by Shakespeare. Fiction, non-fiction and literary non-fiction will all be studied and in reading and analysing the writings of others, students will consider social and historical contexts and how they influence writers, both past and present. They will consider how writers use language and structure, using relevant subject terminology, much of which will be familiar from KS3. There is a focus at KS4 on effect, not simply 'technique spotting', so in their analysis of what they have read, students are guided to talk about the effects the writer was trying to achieve with his or her particular choices. In KS4 studies, students learn to expand their use of PEE and to make personal responses as a reader. They must be able to read and compare two texts, drawing on knowledge and skills from wider reading.

Independent reading for pleasure will continue in English lessons and tutor time, encouraging the enjoyment and benefits of reading to enrich life, especially important at a time when students may feel 'bogged down' in the detailed analysis of texts required for GCSE studies!

Writing

Students will need to write accurately, fluently, effectively and at length in both creative writing and in writing to express a perspective. This involves planning and organising ideas and information, writing with specific audiences and purposes in mind and adapting language, tone and register accordingly. They will learn the skills of summarising information and ideas and citing evidence, details and quotations effectively in pieces of written work.

In GCSE Literature, they will learn to embed short quotations into their own written answers and to write 'a lot about a little' (snappy, pertinent references which can be analysed in insightful detail by the student) rather than 'a little about a lot' (copying out long quotations).

Students will be taught to build on their knowledge of grammar, spelling, punctuation and vocabulary and to use constructions consciously in their writing to achieve particular effects. They should practise drafting written work and then to reflect on whether their draft has the intended impact and how it can be improved. Careful proofreading is vital to improve accuracy of written work and to avoid valuable marks being lost in exams.

Spoken Language

Students are taught to speak confidently, audibly and effectively, including through the use of Standard English where the context and audience require it. For GCSE English Language there is a Spoken Language component of a short presentation, which is assessed by teachers and marked at Pass, Merit or Distinction. This helps students to plan and structure a talk, hold the interests of their listeners and respond to questions and comments. The role of listening is also important; to be able to listen with understanding and empathy and to respond to the contributions of others is seen as invaluable for success in school and in as a vital life skill.

Literacy interventions

Throughout the school staff plan interventions as and when needed and they are bespoke to the individual needs of students. We use every student's Boxall Profile and the EHCPs of those who have them, to plan for and accommodate unique learning needs, removing barriers to learning and helping students achieve their full potential.

Interventions used at All Saints School include:

- Regular use of our well-stocked library to encourage personal reading choices
- All Students are issued with a Reading Journal. This is used to record what they are reading for our Reading Challenge competition, as well as reading for pleasure completed in library and English lessons, tutor time and at home.
- Weekly sessions in the library with a PAT dog to provide reassurance and build confidence
- Beginner readers taught to read with a designated teacher using the 'We Can Read' scheme this to be repeated and reinforced with a TA in regular sessions
- Student literacy leaders in key stage 4 will support beginner reader students to help and encourage with reading
- At KS4, small group study sessions focusing on literacy to help students struggling with demands of GCSEs
- All students whose access arrangements allow have 'reader pens' for use in class and in exams.

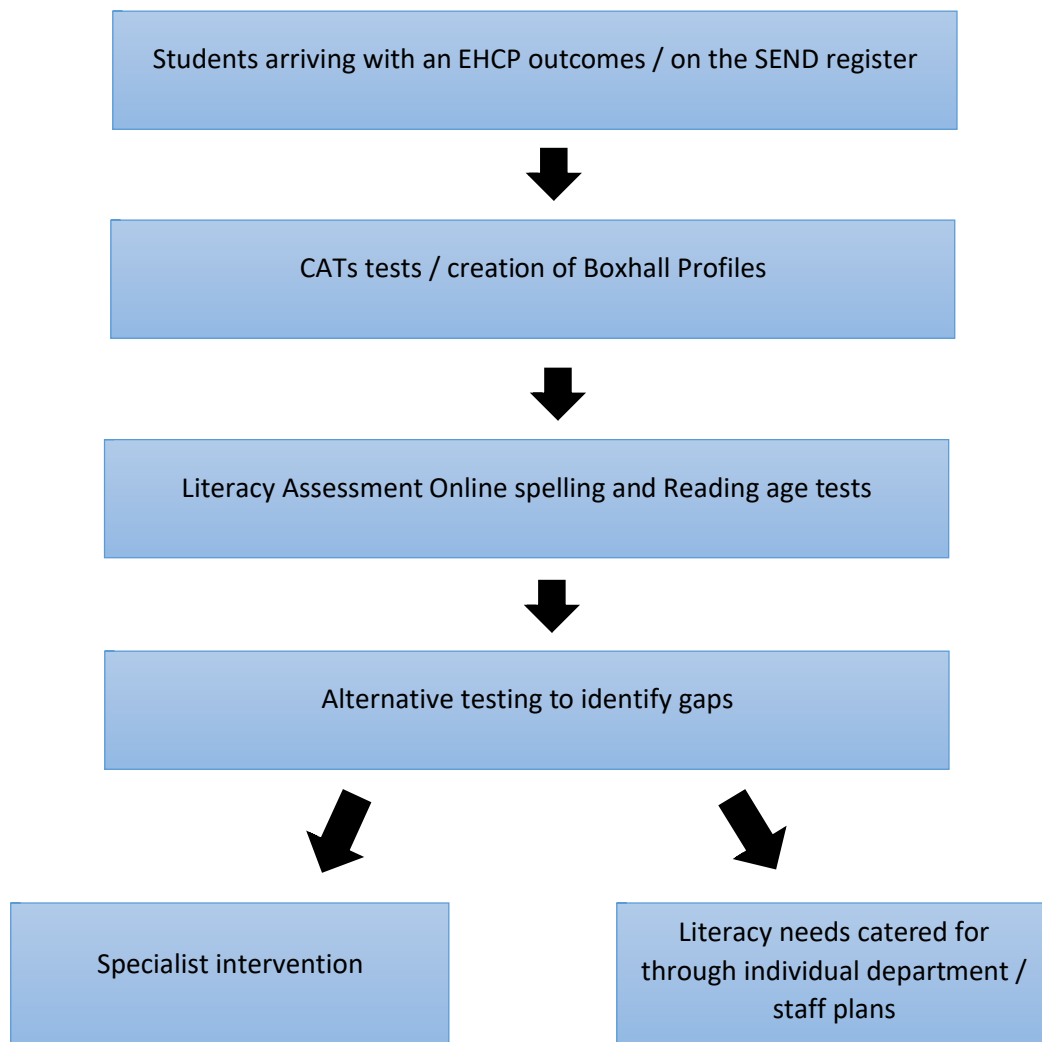
How do we identify and support students needing intervention?

- Identify the least able students in Years 7,8 and 9 (those with reading ages which prevent them from accessing the National Curriculum) and provide a daily literacy intervention session.
- Test any student arriving after the start of Year 7 to establish reading and spelling ages and provide intervention if appropriate.
- Identify students with low spelling ages and offer intervention using programmes such as Sounds Discovery, Spelling Mastery, and Word Shark as appropriate to the individual student.
- Identify students with poor handwriting and provide handwriting support using the Nelson handwriting scheme.
- Ensure all staff are aware of students receiving intervention and provide guidance to departments in supporting them.

Assessment

Staff at all Key Stages effectively use a wide range of formative and summative assessment tools to regularly check on the literacy progress of students and to provide a full profile of their needs. These will include:

- CATs tests taken by all students at the start of each academic year measuring cognitive ability
- 3 times a year, Spelling age and Reading age tests for all students using Literacy Assessment Online. The results of these will inform decisions on intervention as well as the content and approaches to literacy in all lessons.
- WRAT and ACCESS tests may also be used to determine Spelling and Reading ages.
- Phonics tests as and when appropriate
- Clear, focused planning
- Boxall Profiles/ EHCP targets
- Regular marking of students' work in line with guidance in our Marking Policy. Teachers should encourage high standards and insist on good presentation of work. They will write positive comments in green pen and next steps for learners in pink pen. Support staff should indicate where and how they have supported learners with their work. A poster showing the marking codes used is on show in every classroom. Staff should ensure that students are given meaningful extended opportunities to act on literacy feedback in purple pen. This should include identifying and correcting errors as well as practising the corrections of misspelt words
- Regular short assessment tasks connected to individual topics to check understanding and learning
- In KS4 mock exams are held to check student progress and encourage the development of Literacy skills



A whole school approach

All teaching and support staff will:

- Provide opportunities for reading for pleasure throughout the school day, in class and tutor time; staff showing their love of reading by modelling good reading habits. Higher level readers will be challenged with more demanding texts
- Arrange Whole School Reading Challenges, the visit of a Book Fair and the celebration of World Book Day eg. with a visit from an author
- Provide planned opportunities across the curriculum for students to engage in purposeful talk, both formally and informally
- Use a wide range of questioning techniques and strategies to elicit improved spoken language responses from students
- Reinforce the importance of accuracy in written or spoken language
- Provide a language rich environment, explicitly teaching vocabulary in all subject areas, having terminology displayed visually in classrooms and making sure that key words are regularly revised using specifically created 'word books' for each subject
- Encourage students to use synonyms, especially when repeating and improving answers
- Encourage students to read aloud across all subject areas, with comprehension questions to determine what has and has not been understood in school and within designated homework

- Share models/exemplar material of written work where appropriate
- Model effective writing strategies, and provide scaffolding and writing frames where appropriate to support the development of independent extended writing skills
- Promote high expectations of the presentation of students' work; for example, titles and dates should be underlined on each piece of written work.

Key roles and responsibilities

SLT for Literacy role:

- Ensure that provision for literacy is embedded in schemes of work and lesson planning.
- Ensure that provision of literacy is incorporated into departmental development planning.
- Ensure that provision for literacy is incorporated into departmental self-evaluation and that the impact of provision is evaluated as part of learning walks, student surveys and book scrutiny.
- Be aware of curriculum and assessment requirements in their subject area, demonstrating an understanding of how literacy skills contribute.
- Observe Literacy lessons throughout the year groups
- Organise monthly meetings for all staff directly teaching Literacy to check on progress, share resources and good practice and discuss issues of concern
- Analyse student performance data and use it to identify students for whom literacy is a barrier.

The Advisory Board will also be responsible for monitoring the effectiveness of the Literacy policy and its implementation across the school.

“The limits of my language mean the limits of my world.” (Wittgenstein 1912).

**“The more you read, the more things you’ll know. The more that you learn, the more places you’ll go.”
(‘I Can read With My Eyes shut’ by Dr Seuss 1978)**