



Literacy Policy

Date: February 2021

Review date: February 2022

Approved by Advisory Board: February 2021

Linked with other policies:

- Marking
- Curriculum

Signed:

A handwritten signature in blue ink, appearing to read "S. Day -".

Version Control

Version	Date of review/change(s)	Page and paragraphs affected	Summary of update

Vision

Our vision at All Saints School is 'Achievement for All'. We want all students to achieve the highest level of literacy they can. By the time they leave us at sixteen, we want all students to be fluent at reading at a passable level so that they are able to go on to further education and training, and to function fully as an adult in society. The National Literacy Trust defines literacy as

'The ability to read, write, speak and listen in a way that lets us communicate effectively and make sense of the world'.

Intention

At All Saints School we want all students to be able to:

- Read fluently (reach a reading age of nine years or above)
- Use the written word to communicate ideas, thoughts and feelings
- Speak with confidence (or use alternative methods of communication where appropriate)
- Understand the art of conversation (ie take turns)
- Leave with qualifications in English (AQA Units or GCSEs)

Aims

The English curriculum aims to ensure that all students:

- read to the best of their ability
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wider vocabulary, and further their understanding of grammar and knowledge of linguistic conventions
- appreciate our rich and varied literary heritage
- write as clearly, accurately and coherently as they are able, adapting their language and style in and for a range of contexts, purposes and audiences
- develop their listening skills in order to acquire knowledge and learn from others
- have the opportunity to improve their speaking by explaining clearly their understanding and ideas, expressing their needs, making formal presentations and participating in debate

Implementation

Teachers use the Key Stage 2, 3 and 4 National Curriculum to inform all medium and short term planning. Students are taught a broad and balanced curriculum which caters for a full range of differing needs and abilities; and includes reading, writing, speaking and listening.

Lower Juniors

Reading

At All Saints School, we not only teach the fundamental skills of reading but also nurture children's reading attitudes and behaviour with the aim that all children read for pleasure. In guided reading sessions, children read more challenging texts with teachers and teaching assistants to support the development of their reading ability. Children are also taught how to read for meaning so that they can discuss and explain their understanding of a text.

Writing

The teaching of writing is delivered in a creative, stimulating and cross-curricular way, linked to the topic being studied. Children are taught through a writing process where they are introduced to the different types of writing (genres) through a stimulus which could be a text, extract or film clip. From these stimuli children are able to unpick the key features in order to plan and create their own piece of writing. The teaching of grammar is also an integral part of Literacy lessons and children are taught how to punctuate and structure their writing correctly, becoming familiar with the relevant terminology.

Spelling/Phonics

At All Saints School, we teach phonics using the programme 'Read, Write, Inc.'. Phonics teaching is divided into six phases. Children progress through the phases at different speeds, and to enable us to meet the needs of all children we group the children according to the phase they are working at. Phonics is taught on a daily basis in lower and higher KS2 where appropriate. Sessions include a range of activities that allow the children to revise their knowledge, learn new sounds and apply and practice their skills. High-quality phonics teaching helps children develop their reading, writing, spelling and general communication skills. It helps secure the crucial skills of word recognition that enable children to read fluently, allowing them to concentrate on the meaning of the text. Activities are designed to teach word decoding and recognition skills as well as comprehension skills.

Upper Juniors

Reading

Students are taught to develop their decoding and word recognition skills and become more fluent readers. They read and discuss an increasingly wide range of fiction, poetry, plays and non-fiction, including myths and legends, traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. Students explore literary themes and conventions and begin to make comparisons and recommendations, and justify their views and opinions.

Writing

Students learn to write more fluently and with increasing speed and accuracy. They are taught to draft and write narratives; describing settings, characters, atmosphere, and integrating dialogue to convey character and advance the action. Students discuss the structure, vocabulary, and grammar of different styles of writing, and learn to apply this to plans for their own written work. They learn to review and evaluate their own writing and make improvements.

Speaking and Listening

Students are given the opportunity to listen to a range of voices in different situations (e.g. drama, radio, teachers, students). They learn to ask questions to obtain information from different people and for different purposes. Students learn to verbally respond to information appropriately when in a one-to-one and group context, and give short explanations, accounts and descriptions in less familiar contexts.

Key Stage 3

Students are taught in groups according to their need and follow programmes of study best suited to their individual abilities and skills. They are encouraged to widen their own vocabulary and to understand and use the conventions of standard spelling, punctuation and grammar in their own writing. Students are introduced to increasingly challenging texts, both fiction and non-fiction from a range of genres, historical periods, forms and authors. There is a clear focus on spoken language so that students are able to speak confidently in formal and informal contexts, expressing their own ideas as well as listening to others' opinions.

Key Stage 4

All students are given the opportunity to complete certificated courses that recognise and reward their hard work and skills in English. The two pathways we currently offer are the AQA Entry Level Unit Award Scheme and the AQA GCSEs in English Language and Literature. Students are taught in groups according to their need and follow the pathway best suited to their individual abilities and skills. Both courses involve reading a wide, varied and challenging set of texts and a development of linguistic knowledge, building on the skills learnt at KS3. Students are taught to analyse the writing of others, show an appreciation of a writer's craft and use correct subject terminology. In their own written work the students focus on writing accurately, fluently and imaginatively for a variety of purposes and audiences. There is also a spoken language component of both courses which assesses students' ability to speak confidently and audibly; and to listen to, and build on, the contributions of others.

Intervention

Students are taught English in classes not exceeding twelve. Lessons cater to a wide range of student needs and abilities. Where a student is identified as having needs that require further support they are offered intervention. Intervention may be in the form of 1:1 or small group sessions, on a short or medium term basis.

Impact

Student progress in English lessons is assessed according to the school Feedback Policy. Student progress is assessed regularly, and feedback is given to students in a variety of ways, from verbal feedback to formal marking and online assessment. Spelling and Reading are tested each year using the Literacy Assessment Online Test and the results data is used alongside teacher assessment to plan for the learning of students in lessons, and identify any intervention that may be required.