



Literacy Policy

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Approved by Advisory Board: February 2022

Linked with other policies:

- Marking
- Curriculum
- Library

Signed:

S. Day

Version	Date of review/change(s)	Page and paragraphs affected	Summary of update
V1	January 2022	P3 Para 1	Our Vision - Re-written and expanded.
		P3 para 2 added	Information added regarding the new implementation of the Ruth Miskin Fresh Start reading intervention.
		P3 para 3 added	Appointment of 2 Literacy assistants with responsibility of (1)Fresh Start and (2)Library
		P3 'Intention'	Pt 2 added
		P4 'Aims'	Removed 'English' [curriculum] Pts 3 & 4 amended/replaced
		P4 'Implementation'	Implementation expanded re. reading aloud and weekly drama lesson
		P4 'Interventions'	'Spelling and Phonics' now 'Read, Write, Inc. Fresh Start' with details of the new programme
		P4 Interventions – Fresh Start	Upper school replaced by 'Key Stage 4'
		P4 'Speech and Language' added	Intervention sessions identifying and offering additional support
		P5 1 st paragraph 'Social Skills' added:	Re. Exploring aspects of spoken communication
		P5 'Reading'	'through our teaching'...etc added
		P5	'Speaking and Listening' paragraph added
		P6	Key Stage 3: text added to reflect Fresh Start
		P6	'Intervention' paragraph removed
		P6-7 Impact	Completely replaced text to detail verbal feedback, formal marking policy and online assessment.

Vision

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'.

Our vision at All Saints School is 'Achievement for All'. As a staff we are united in our desire for all our students to achieve the highest levels of literacy available to them. By the time they leave our school, we aim for them all to be reading as fluently as possible in order to access the full curriculum and to unlock the opportunities available to them at the next level of education and training and to be able to function fully as an adult in society. We want to give all our students the gift of being able to express themselves clearly and effectively through the written word and through spoken communication in order to live as rich a life as possible in school and the wider world. Our staff recognise that literacy underpins the whole curriculum and efforts are made to address the specific Literacy needs in all subjects and lessons. Our Library is seen as a central resource and students and staff are encouraged to use it wherever possible as a learning resource and a positive space to engage with learning (see library policy).

From January 2022 we have implemented the Ruth Miskin Fresh Start reading intervention for all students who need it. At Key Stage 3 we have made curriculum time for this to take place for four half hour periods a week to ensure consistency and value is attached to it. This also means that students do not miss other learning in order to focus on their reading. There are fewer students requiring the intervention as Key Stage Four and these sessions will take place four times weekly but at times which suit individual timetables. On the Fresh Start programme, students are tutored using a phonics approach individually or in very small groups. Progress is monitored regularly and students move through the system at their own speed. Those who have grasped a secure understanding of phonics will progress to the guided reading groups which have a focus on comprehension.

The school has a Literacy Lead and two Literacy Assistants with responsibilities for Fresh Start and the Library. We also have a team of students Literacy Leads who understand and support the library systems and promote literacy throughout the school.

Intention

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

- Read fluently (reach a reading age of nine years or above)
- Enjoy stories that are age appropriate whatever their reading age is.
- 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 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
- Appreciate the pleasure that can accompany reading fluently and the wider benefits of proficient literacy skills.
- Become comfortable with library systems in school and beyond and recognise the benefits of visiting them
- 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. We read aloud regularly to students to build the 'cosy' association with books and stories which some of them may not have experienced at home and to ensure that the words and ideas of great authors are accessible to all students regardless of their own reading ability.

All students have a weekly Drama lesson which focuses on speaking and listening skills and building positive communication. Where appropriate these lessons support the wider curriculum - for example Y9 students explore the play script of *Private Peaceful* while learning about World War One.

Interventions

Fresh Start

At All Saints School, we teach phonics using the Read, Write Inc. Fresh Start programme. Every student is assessed and the phonic intervention is delivered robustly where necessary to ensure fast progress and success. In the Lower School this is timetabled four times a week and in Key Stage 4 School tutors work with class teachers to fit the sessions in regularly without causing disruption to their GCSE or ASDAN courses. Children progress through the phases at different speeds, and very small staff/student ratios and regular testing enable us to deliver very specific intervention to their challenge points. All staff are fully trained and the tutors all commit to regular coaching time to ensure that their delivery is as confident and effective as possible.

Speech and Language Sessions

We subscribe to Speech Link (www.speechandlanguage.support) and have weekly intervention sessions for KS2 and 3 focusing on speech and language skills. At KS4 students are identified who require additional support and intervention is given to meet their individual needs.

Social Skills

In addition to the weekly Drama sessions, we have weekly social skills intervention time exploring aspects of spoken communication. At KS4 this takes place in PSHE lessons and during form time.

Lower Juniors

Reading

At All Saints School, we not only teach the fundamental skills of reading through our teaching and the Fresh Start Intervention programme, 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.

Speaking and Listening

In Lower Juniors we learn to speak with confidence and clarity. We learn how to be respectful speakers and listeners. We learn to communicate our feelings and emotions and to listen to the needs of others. We use our speaking and listening to skills to describe, discover and understand the world around us. We practice these skills during Literacy lesson, circle time, show and tell, paired work, drama sessions and group work in every lesson.

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

At Key Stage Three, all students who require the Fresh Start programme to improve word fluency engage on this for four half hour sessions a week. Those who are fluent readers are taught in groups according to their need and follow programmes of study best suited to their individual abilities and skills. All students 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.

Impact

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 further intervention that may be required.

Literacy is considered across subjects in marking of written work- using the following from the marking policy for consistency:

Marking

Positive Comments = Green Pen

Next Steps = Pink Pen

Learners to complete work using pencil or blue or black pen (where possible) dependent on year group

Codes

SP = Spelling correction (SP to be written in the margin and the word underlined)

P = punctuation needed

// = new paragraph

? = not clear

^ = something is missing

Staff are very aware of individual needs and will ensure feedback is positive and encourages progress. All staff are trained in the Ruth Miskin Fresh Start approach so where reading takes place in lessons - students are supported in a consistent way. The Fresh Start intervention is assessed half termly, the data is analysed by SLT and the Fresh Start Literacy Assistant and where progress is concerning, actions will be taken to find out why and support will be put in place.

All students have targets that are recorded in their planners which are reviewed termly and one of them will always be a Literacy target. Teachers and TA will agree these together with students so that they feel invested in the target and what they need to do in order to achieve it.

Literacy is a part of the monitoring schedule and SLT will have a focused week of observations annually to quality assure the implementation and impact of literacy across the school.