



Literacy Policy

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Rationale

“Unless pupils can read well, they cannot access the rest of the curriculum, nor can they succeed in later life.” Ofsted, Inspection 2012

Literacy underpins the whole school curriculum by developing students’ abilities to speak, listen, read and write for a wide range of purposes, using language to learn and communicate, to think, explore and organise.

All teachers are teachers of literacy and as such, the staff at Newsome High School are committed to developing literacy skills in all of our pupils, in the belief that it will support their learning and raise standards across the curriculum.

The Ofsted report, “Moving English forward: action to raise standards in English”, published in March 2012 states that:

“Literacy skills are ... crucial to pupils’ learning in other subjects across the curriculum.”

It further states that all Secondary Schools should:

“strengthen whole-school literacy work across all departments to ensure that students extend and consolidate their literacy skills in all appropriate contexts.”

The important role of all subject teachers in developing student literacy is emphasised in the report as follows:

“Schools need a coherent policy on developing literacy in all subjects if standards of reading and writing are to be improved. Even with effective teaching in English lessons, progress will be limited if this good practice is not consolidated in the 26 out of 30 lessons each week in a secondary school that are typically lessons other than English.”

This policy is intended to provide a framework within which to address the issue of whole school literacy with the aim of driving improvement in all subject areas. Each Faculty must consider its contribution to whole school literacy as part of their self-review programme, with the aim of supporting and encouraging students.

Policy Aims

1. To adopt a whole-school approach to literacy across the curriculum.
2. To enable all students to reach their potential in the key literacy skills of reading, writing, speaking and listening.
3. To raise staff awareness of key literacy strategies through CPD, staff training and the exchange of best practice.
4. To encourage staff to take responsibility for the development of literacy in their subject areas through the inclusion of literacy objectives in appropriate schemes of work and lesson planning.
5. To maintain the high profile of the *Pride in our Work at Newsome* strategy.
6. To support the development of literacy by maintaining the high profile of the Accelerated Reader scheme in Years 7 and 8, and the continued support for form time reading in years 9, 10 and 11.
7. To identify specific roles and responsibilities within the school with regard to the development of literacy work.
8. To establish procedures for monitoring literacy across the curriculum.



Roles and Responsibilities

Senior Leadership Team

- accept overall responsibility for the delivery of the school's Literacy Policy;
- provide opportunities for staff training about literacy issues to take place within CPD time, Faculty Meetings, and during staff training days throughout the school year.
- monitor departments' implementation of the Literacy Policy through work scrutiny and learning walks.

Subject Leaders

- ensure that 'subject specific literacy' is clearly identified in schemes of work.
- ensure that key word displays are in place in classrooms.
- ensure that all department members are aware of the literacy demands of their subject and use strategies to embed effective practice.
- during work scrutiny, monitor colleagues use of the *Pride in our work at Newsome* marking (marking for literacy).
- Mark for literacy using *Pride in our Work at Newsome*.
- Ensure that literacy marking is included in SMART time.

The English Faculty

- keep up-to-date with current initiatives and recommend good practice
- support other faculties in their development of literacy through work during CPD time and at Faculty meetings.
- provide expert advice.
- lead/assist in delivery of literacy training.
- Use the *Pride in our Work at Newsome* strategy consistently and comprehensively – lead by example.
- help promote reading for pleasure across the school.
- maintain a calm, quiet atmosphere during reading lessons.
- run the Reading Buddies scheme to support students.
- maintain displays which will develop an awareness in students of the range of books available to them.
- encourage the competitive element of Accelerated Reader.

All Teaching Staff

- ensure they understand and comply with Newsome High School's Policy for Whole School Literacy.
- ensure that they are familiar with the specific literacy demands of their subject.
- include a literacy objective in appropriate lessons.
- where appropriate, mark for literacy, using *Pride in our Work at Newsome* and include in SMART lessons.



- use SEND and reading age information to identify the difficulties which individual students might have with literacy skills, and ensure that resources and teaching and learning activities are differentiated accordingly.
- differentiate the language used in lessons to ensure that learning can be accessed by all.
- insist on the use of spoken and written Standard English in lessons.

SENCO and Special Needs Teachers

- SENCO to co-lead the literacy strategy, maintaining the profile of literacy across the curriculum.
- Arrange support for students in lessons as appropriate and agreed.
- run reading clubs, writing clubs and spelling mentoring sessions and booster lessons

Teaching Support Staff

- support the teaching staff in the delivery of literacy objectives in lessons.
- undertake/support literacy activities when working in the classroom or with individual pupils where appropriate.
- encourage students to be accurate in their reading and writing in all subject areas where literacy skills are being used.
- use information about SEN students or others whose literacy has been identified as weak, in order to support those students .

Form tutors

- support student reading by supervising silent reading during form time as agreed; once a week as a minimum in all year groups
- act as a reading role model by reading own book during form time reading.
- encourage Year 7 and 8 students taking part in the Accelerated Reader programme by engaging in discussion informed by the AR reports supplied by the English Faculty
- Check that Year 7 and 8 have their AR books with them every day.
- discuss reading with students in a positive way and with enthusiasm.
- include opportunities to praise literacy achievement in assembly
- in years 10 and 11, read the texts in the Reading Booklets with students whenever possible during the SNAP programme, and use the questions to encourage students to think about what they have read in a structured way.
- deliver literacy activities as part of form time enrichment, using the resources on the website <https://www.enrichmentland.com/>

All school staff

- Maintain a high standard of literacy in their own work
- maintain a positive attitude towards literacy at all times
- support whole school events aimed at encouraging reading for pleasure such as World Book Day events, author visits and other visits as appropriate



Parents

- encourage their children to read at home.
- encourage their children to be as accurate as possible in written work at home.

Students

- take responsibility for their own literacy needs and commit to improvement.
- respond to teachers' formative targets with specific and practical comments on how they will improve their work.

Reading

The Ofsted report, "Moving English forward: action to raise standards in English", published in March 2012 states that all schools should:

"develop policies to promote reading for enjoyment throughout the school."

It further states that:

"evidence suggests that too few schools currently develop reading skills effectively across the curriculum. Inspectors rarely see the direct teaching of skills such as skimming, scanning and reading for detail (including on the internet); using the index and glossary; identifying key points and making notes; summarising; or using more than one source. There is also a lack of extended reading in subjects other than English, where use is commonly made of extracts and where teachers are less aware of approaches that might help pupils to read effectively and make sense of what they are reading."

The English Faculty will:

- provide opportunities to read whole texts.
- teach specific reading techniques such as skimming and scanning as well as close reading.
- teach dictionary skills and encourage more independence.
- support the Accelerated Reader Programme in years 7 and 8.
- support Form time reading for Years 10 and 11 by providing booklets with specially chosen texts to prepare students for the rigour of GCSE reading.

Across the whole curriculum, teachers will provide activities for students to:

- read and follow written instructions.
- read to explore and to develop understanding.
- learn how to sift, select and take notes from the text.
- learn how to access their textbook, including contents page, glossary and index.
- learn how to select from written material, re-formulate, question and challenge what they read in textbooks, encyclopedias and newspapers or from ICT sources.
- encourage students to use books as well as the Internet for research.



Writing

The English Faculty will:

- teach a range of writing styles and conventions
- teach spelling strategies
- encourage writing for pleasure
- be the lead Faculty and the “Gold Standard” for use of *Pride in our Work at Newsome*

Across the whole curriculum, teachers will provide activities for students to:

- use the modelling process to make explicit to students *how* to write for their subject.
- make sure that students are familiar with the appropriate style and conventions for the type of writing required.
- be clear about audience and purpose.
- provide opportunities for a range of writing including sustained writing where appropriate.
- Make it clear to students that accuracy is important whatever the purpose or subject the writing is for
- correct errors in grammar, punctuation and spelling as appropriate, using *Pride in our Work at Newsome*.
- provide good models of particular kinds of writing.
- provide Frameworks where appropriate.
- display Key Words in the classroom.
- provide openers to support student writing.
- encourage high standards of presentation.

Speaking and Listening

Across the whole curriculum, teachers will provide activities for students to:

- use language precisely and coherently
- listen and respond to others
- explore ideas through talk
- ask and answer questions
- talk and listen co-operatively in a group

Monitoring and Evaluation

The Senior Leadership Team will monitor and evaluate progress by the following means:

- sampling work;
- observation; learning walks
- student voice through Faculty Panels;
- scrutiny of development plans;
- providing time during staff training to share good practice by exhibiting or exemplifying students’ work.