



Literacy Policy

'Further, Faster, Higher'

POLICY STATEMENT AND PROCEDURE

Low levels of literacy inhibit all learning and have a significant impact on performance at GCSE. A literacy deficit is often a significant barrier to learning for our most vulnerable students.

This policy outlines the practice that should be followed by all staff to ensure the continual improvement of literacy practices throughout Fearn's to maximise achievement.

RATIONALE

As a school we aim to:

- maximise every learner's literacy potential
- provide teachers with literacy INSET and support to inform their planning and teaching
- ensure all subjects begin to embed literacy into their schemes of work
- continuously review and develop literacy practices
- put intervention in place to support pupils' skills

Quality literacy practices involve:

- using spelling and reading ages to inform lesson planning and match activities sensitively to pupils' needs
- recognising the literacy skills and knowledge pupils already have when they come to Fearn's and building on them in discrete literacy lessons taught by linguists (from MFL and English)
- developing literacy intervention to support pupils whose reading and spelling ages are below their chronological ages. This involves a three-pronged approach. The SENCO and Literacy Co-ordinator rank order pupils by reading and spelling ages and put the following into place:
 - Curriculum support sessions are timetabled for the pupils with reading and spelling ages which are significantly below their chronological ages.
 - Small group sessions teaching reading skills are timetabled for pupils whose spelling and reading ages are slightly below their chronological ages.
 - Reading Rocks (a reading group) runs during tutorial time to develop reading stamina and encourage enjoyment for readers who may struggle but need to practise their skills. Their reading ages are below or in line with their chronological ages.
- selecting texts at levels appropriate to pupils when purchasing resources

- explicitly teaching literacy skills pupils will need to successfully complete a piece of work/unit etc
- enabling pupils to feel positive about literacy across a range of subjects
- focusing on subject specific key words
- enabling pupils to work in groups and discuss ideas to support their writing
- setting individual literacy targets for all pupils to be referred to in all curriculum areas
- motivate pupils through high levels of praise and encouragement
- creating opportunities for pupils to see that literacy runs through all curriculum areas by holding two literacy challenges per year which are delivered by all staff, through the use of subject specific literacy tools such as literacy mats, connective fans, sentence starters, which are available for use by pupils in all lessons at all times.
- directing Teaching Assistants to reinforce and support learning

WE AIM: TO MAXIMISE EVERY LEARNER'S LITERACY ABILITIES

To promote this, teachers should:

- set high expectations of learners – all levels of literacy can be improved upon
- ensure that subject specific literacy tools such as; literacy mats, connective fans, sentence starters are available for use by pupils in all lessons at all times.
- Use form sessions to further encourage and support literacy for all pupils.
- encourage children to complete their literacy passports over the summer between KS2 and KS3 in conjunction with a local library
- address the literacy requirements of both SEN and G&T pupils through careful differentiation in terms of texts they are given and tasks they are asked to complete
- raise aspirations by using positive language and designing challenging yet achievable tasks
- set high expectations of learners at home - engaging parents in their child's literacy in partnership with the school - e.g. spelling and reading homework at KS3
- encourage children to read at home and guide parents towards the information on the literacy section of the website to help them support their child's reading (suggested reading lists and tips for listening to children read)
- utilise activities and tips from INSET and twilight sessions

- seek help from the Literacy Co-ordinator or the SEN department if needed
- reward pupils' endeavours by nominating them for a literacy ladybird award
- encourage children to participate in internal and external writing competitions which are advertised in the LRC

IN PRACTICE

Lessons from all curriculum areas should contain the following elements:

1. Cross-curricular links

Teach pupils that literacy skills are required in all curriculum areas and where possible make those links explicit. Also teach pupils that words can mean different things in different curriculum areas. This will be supported by three different team challenges per year which all have a literacy focus. Pupils are grouped vertically to allow team work and independent learning.

2. Reading

Utilise the reading ages on class lists to inform the text choices in lessons. Utilise the 'Text Checker' to determine the required reading ages of texts you intend to use. Differentiate as appropriate to ensure texts are challenging yet accessible.

3. Writing

The English team will complete a writing MOT on each pupil and set each pupil two writing targets. Meeting these targets will have a significant impact on the literacy progress of each individual. Teachers should familiarise themselves with pupils' targets and ensure they are referred to in lessons, particularly when self/peer marking and completing progress review sheets.

4. Speaking and listening and group work .

Teach pupils how to work in groups and interact with each other. Use the KS3 S&L levels to demonstrate how pupils can make progress. Where appropriate use S&L cue cards to support pupils.

5. Language of learning objectives matched to pupils' abilities

The language utilised in WAL and WILF must be accessible to all pupils and take into account the reading and spelling ages on class lists. Ensure subject specific words are explained, understood and spelled correctly.

6. Focus explicitly on key words (including key question words)

Effective wording of questions and directions to ensure pupils fully understand what they are being asked to do.

7. Give pupils opportunities to proof read/self-correct – green pen marking

Follow the green pen marking policy by giving pupils the opportunities to self and peer correct in green pen and to take responsibility for their literacy skills. This should at least involve checking and correcting the date, title, learning objectives (WAL) and subject specific vocabulary. Inform pupils of your intention to mark in terms of literacy to elevate the importance of their ability to self correct and improve. Encourage the transference of skills from English to all subject areas – linked to the MOT targets. Where appropriate, ask a TA to help.

8. Differentiate resources/tasks

Differentiation ensures that pupils meet or exceed expected progress. Differentiation should be based upon an informed review of the pupil's learning and needs. Reading and spelling ages and writing MOT targets should inform planning and differentiation. Teaching Assistants should be directed to support and reinforce learning. This is achieved through shared aims and objectives.

9. Literacy skills are regularly assessed to inform pupils of how to improve

The focus of assessment in literacy must be reflective of the whole school policy on Assessment for Learning.

This should be achieved through:

- following the school policy on assessment, marking and reporting
- encouraging pupils to self-correct and peer correct
- using green pen and correcting mistakes in pupils work, including subject specific key words
- recognising the standards to aim for by showing pupils exemplars of good literacy previously produced by other pupils and modelling good answers
- ensuring that assessment of literacy informs planning/differentiation

Assessment is of prime importance to staff to inform their future planning and activities with classes. It also has a profound influence on pupil motivation and self-esteem. It must show consideration and be both constructive and sensitive. Pupils with weak literacy skills must especially be praised.

10. Focus explicitly on electronic literacy skills

Ensure that pupils understand the need to maintain high standards of literacy when creating and reading electronic documents.

This should be achieved through:

- teaching pupils how to research on the Internet without copying & pasting
- encouraging pupils to peer and self correct as they would on paper
- teaching pupils about the audience, purpose and forms of various electronic texts e.g. forums
- teaching pupils correct technical vocabulary as it emerges
- using a UK (not US) dictionary at home and school and teaching pupils to do the same
- directing pupils to the dictionary on the desktop of all school computers