

## LITERACY POLICY

### **Rationale**

Smallbrook School aims to provide a supportive, stimulating and secure environment, where children are encouraged to express themselves, and where their contributions are valued. We will provide for the language development of pupils and will develop their ability to use language to think, to explore and recognise and communicate their ideas.

Literacy is a right for all pupils and the development of literacy skills should pervade all aspects of school life.

Literacy underpins the school curriculum by developing pupils' abilities to speak, listen and communicate, to think, explore and organise.

### **Aims and objectives**

- To raise standards of literacy across the school for all
- To enable pupils to express and communicate meaning in spoken language, listening to and interpreting what others say
- To provide pupils with a range of relevant and purposeful opportunities to develop their ability to read, understand and engage with various types of text for enjoyment and learning
- To enable pupils to communicate using written language effectively, making and shaping text effectively, according to context, purpose, reader or audience.
- To increase independence, confidence and resilience in pupils to apply their literacy skills across the curriculum
- To provide an opportunity for professional development in supporting literacy for all members of staff.

### **Identification**

Early identification of pupil need is necessary to support the development of literacy standards. This will be achieved through close interrogation of prior attainment data on entry as well as the use of benchmarking information via reading tests and initial assessments in English, using KS2 SATs papers as recognized tests.

The Care team and English Department will provide additional information which can be used to identify and prioritise activities to support literacy development for individuals and across year groups. All new Arrivals complete a baseline literacy and a programme of support is put in place to develop their literacy skills, identifying the suitable progression route.

Subject departments will identify key aspects for development through an annual audit of

schemes of work and within teaching activities and cross curricular projects as they arise.

### **Classroom Literacy support**

Dictionaries are available in every classroom to support students as well as the display writing purpose posters, reading strategies posters, green pens to support effective marking dialogue, punctuation posters, writing techniques checklists as well as dyslexia friendly resourcing.

Posters which illustrate key connectives and basic skills are displayed in English classrooms to support literacy in lessons and encourage consistency in language and approach when teaching. We envisage that these will be rolled out to all learning environment to provide consistency across and between subjects.

## **Basic skills**

We recognise the centrality to learning of the core basic skills. We have organised our teaching programmes for reading and writing, so that there are clear lines of progression; consistent teaching approaches; high expectations of pupils at every stage and a rigorous assessment of pupils' learning and progress. Communication skills and numeracy form important parts of our lessons and our expectations of pupils in relation to these skills are high and underperformance is regularly challenged. We design our whole curriculum to afford every opportunity for pupils to apply and so consolidate these core basic skills. Whole school SMSC days will also provide opportunities for departments to apply and enhance the development of literacy activities.

## **Reading**

We aim to give pupils a level of literacy that will enable them to cope with the increasing demands of reading in all subjects in terms of specific skills, knowledge and understanding and also ways of responding to texts. This applies to the reading of a variety of texts including fiction and non-fiction (including the use of ICT).

We will teach pupils strategies to help them to:

- read with greater understanding
- locate and use information
- follow a process or argument
- summarise, synthesise, challenge and adapt what they learn from their reading.

## **Writing**

We aim to give pupils a level of literacy that will enable them to cope with the demands of writing in all subjects. We will teach them specific writing skills, develop their ability to write in different styles and also teach them to recognise the importance of audience.

It is important that we provide for co-ordination across subjects to recognise and reinforce pupils' language skills, through:

- making connections between pupils' reading and writing, so that pupils have clear models for their writing
- using the modelling process to make explicit to pupils how to write independently, without scaffolding
- being clear about audience and purpose
- providing opportunities for a range of writing including sustained writing
- using and referring to evidence to support and reinforce thinking
- enabling pupils to respond critically to texts through effective and clear writing approaches.

## **Communication**

High quality classroom talk is talk which is essential to children's thinking and learning. It is also linked to improvements in reading and writing, and overall attainment. It is essential then that teachers develop and embed a wide repertoire of productive teacher-student/student/student talk and questioning which develops real dialogue and depth of thought in classroom practice.

We will teach pupils to use language precisely and coherently. They should be able to listen to others, and to respond and build on their ideas and views constructively.

We will develop strategies to teach pupils how to:

- participate orally in groups and in whole class activities, both formally and informally
- use talk to develop and clarify ideas
- identify the main points to arise from a discussion
- listen for a specific purpose
- discuss and evaluate.

## **Marking For Literacy**

Work should be marked in line with the marking policy. Work should be marked for spelling and punctuation with students given the opportunity to correct these mistakes using green pen. Literacy marking should take place alongside subject specific marking.

## **Tutortime**

Tutortime is used to promote literacy activities. A pack containing a variety of key words and activities is used by all staff to not only promote independent enquiry but to support the development of literacy. Activities include a range of reading, writing and communication opportunities under the heading 'Our Place in the World'.

## **Roles and responsibilities**

### **Senior leadership Team:**

All Senior leaders are expected to lead and give a high profile to the development of literacy at Smallbrook School.

The Curriculum Manager has a key role to provide the strategic direction of literacy as well as to develop cross curricular literacy.

### **Middle leaders:**

**There is currently no specific person in role as Head of English and Literacy.**

### **English Department:**

Have a prime responsibility to provide pupils with knowledge, skills and understanding they need to read, write and speak and listen effectively. Performance and progress with these will be tracked and used to inform cross curricular application of them with other departmental teams.

This will take place through;

- Identifying literacy priorities, targets and objectives and other particular contributions they can make;
- Making a specific, literacy-related contribution to the English Department Development Plan;
- Using data to identify curricular targets;
- Adapting the department development plan to achieve these.

### **Teaching staff:**

All teachers are required to demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject. (Teachers' standards 2012)

This will be achieved through;

- Modelling the skilled use of language to encourage positive attitudes towards literacy
- Facilitating a supportive and stimulating environment, organising purposeful activities enabling the pupils to develop literacy skills
- Providing a variety of resources and opportunities for a wide range of balanced activities to encourage the development of skills in reading writing and communication.

### **Students:**

Should take increasing responsibility for recognising their own literacy needs and making improvements to their work.

All students will be offered intervention and support to develop literacy across the academic year.

### **Evaluation and development:**

The Headteacher and Deputy Headteacher will annually oversee a review of practice and policy. It is an expectation that this will be conducted via learning walks and other monitoring activities.

Reference will always be made to the current teachers' Standards and Ofsted criteria when evaluating the effectiveness of literacy developments and standards across the school.

<b>Policy Reviewed:</b>	<b>C Seretny</b>	<b>Signature</b>	<b>Date</b>
<b>Next Review Date:</b>	<b>10/08/20</b>	<b>CRS</b>	<b>10/08/18</b>
<b>Interim Review Comments: No additional amendments required</b>			
<b>Policy Reviewed By:</b>			
<b>Next Review Date:</b>			
<b>Interim Review Comments:</b>			
<b>Policy Reviewed By:</b>			
<b>Next Review Date:</b>			
<b>Interim Review Comments:</b>			
<b>Policy Reviewed By:</b>			
<b>Next Review Date:</b>			
<b>Interim Review Comments:</b>			