



# ST. SAMPSON'S HIGH SCHOOL

## Literacy Policy

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# Literacy Policy

## 1. Introduction

### 1.1. Rationale:

Literacy provides students with the tools that they need to communicate effectively through **speaking and listening, reading and writing**. It therefore underpins student progression across all subjects. Consequently **all teachers at St Sampson's are also teachers of literacy** and, as such, they should seek to embed all three of the above literacy skills within their pedagogical practice and classroom environment.

### 1.2. Aims

- 1.2.1. To maximise every learner's literacy skills to enable them access all aspects of our curriculum.
- 1.2.2. To embed a common language for learning to teach learners how to think, talk and write like subject specialists.
- 1.2.3. To empower teachers to embed the explicit teaching of literacy skills in their lessons and in their schemes of work.
- 1.2.4. To put provision in place to support the development of students' literacy skills.

## Guidelines

## 2. Responsibilities for Literacy

- 2.1. All teachers are teachers of literacy and it is the responsibility of every subject area to identify the literacy input in Schemes of Work and include active teaching of academic language (tier 2) and subject specific vocabulary (tier 3) for each topic. It is critical that teachers begin to use a **'common language'** to promote literacy by developing their awareness of the different ways that literacy is being developed across the curriculum. Staff referencing the same techniques to promote literacy will enable students to transfer their skills between subjects more easily.
- 2.2. All staff should strive to raise the profile of literacy in the School.
- 2.3. The English Department has the prime responsibility for teaching literacy through its work in developing the skills of speaking and listening, reading and writing.

## 3. Objectives

The following objectives apply to all subjects in line with Curriculum requirements and should be included in all SoWs.

### 3.1. Speaking and Listening

Each subject will offer opportunities where appropriate for students to:

- 3.1.1. Use Standard English confidently in their own writing and speech;
- 3.1.2. Speak confidently and effectively using Standard English in a range of formal and informal contexts for a range of purposes and audiences
- 3.1.3. To give a presentation without reading from a script or PowerPoint
- 3.1.4. Use talk to explore and evaluate other activities
- 3.1.5. Use talk to express feelings and opinions
- 3.1.6. Ask and answer questions in group discussion
- 3.1.7. Solve problems collaboratively
- 3.1.8. Plan, discuss and evaluate their speaking and listening

### 3.2. Reading

In all subjects students will have opportunities where appropriate to:

- 3.2.1. Use skimming and scanning when reading
- 3.2.2. Learn new vocabulary, decode it, relate it explicitly to known vocabulary and understand it with the help of context and dictionaries;
- 3.2.3. Make inferences and refer to evidence in a text;
- 3.2.4. Identify the purpose, audience for and context of the writing and draw on this knowledge to support comprehension;
- 3.2.5. Be assisted by the use of guided reading techniques

### 3.3. Writing

In all subjects students will have opportunities to:

- 3.3.1. Write accurately, fluently and effectively according to purpose and audience
- 3.3.2. Plan, draft, edit and proof read their writing
- 3.3.3. Be accurate in their use of spelling, punctuation and grammar
- 3.3.4. Write in complete sentences

## 4. Intervention & Support

### 4.1. Reading Support

- 4.1.1. Identified students in Y7 where numbers permit, will have a 20 minute 1:1 reading slot with a designated member of staff to develop confidence and a pleasure in reading
- 4.1.2. Identified students in Y8 & Y9 will have one lesson a week in a reading group to further develop their confidence and prepare for KS4

### 4.2. In-Class Support

- 4.2.1. Some support will be provided by the SEN Department
- 4.2.2. A limited amount of support will be provided where necessary by other teaching staff
- 4.2.3. Individual/small group withdrawal & tuition for weaker students.
- 4.2.4. Requests will be made for learning support from the Education Department when appropriate

### 4.3. Additional Literacy Programme

Identified students may be withdrawn from another subject as necessary.

### 4.4. Accelerated Reader Programme

All students in Years 7 and 8 will have a 20 minute slot for Accelerated Reader timetabled each day. Students are assessed at the beginning of each academic year through the Star Reader test. This produces a reading age as well as indicating their ZPD (Zone of Proximal Development) which equates to which coloured star books they should be choosing from the school library as their Accelerated Reader book for maximum growth. All books in the school library are colour coded according to the ZPD scores. Students select an appropriate book using their individual colour code. Form tutors encourage all students to participate and check each student has their reading book. Once students have completed their book, they sit an online quiz to assess their comprehension. Fortnightly updates are sent to Form Tutors recognising individual achievements through the '100 club' as well as word counts. House points are awarded accordingly. All students who have achieved 100% in a quiz receive a certificate in assembly, with those who have achieved 10 or more also receiving an additional prize.

## 5. Assessment of and marking for literacy

We assert the importance of being able to communicate clearly in writing by marking for literacy. Marking for literacy places a clear emphasis on the need for each learner to devote time and effort into developing the quality and accuracy of their written communication. There is an expectation that all teachers within the school will provide feedback on general literacy skills including spelling, punctuation and grammar using the improvement code. Expectations regarding marking for literacy are reinforced by adhering to the 'marking and assessment policy' and through the quality assurance cycle completed by Heads of Department. We equip learners with correction strategies to use in response to work marked for literacy and in so doing we aim to aid learner development and encourage independence. We use a common language of literacy codes to allow for whole school literacy.

- 5.1. All staff must refer to information and data on students' literacy found on the data management information system
- 5.2. Effective, consistent application of our literacy marking codes is an integral part of this process.
- 5.3. Teachers should highlight common mistakes in written language, especially in basic punctuation (capital letters, full stops and commas) and in spelling.
- 5.4. When marking, all teachers should use the agreed notation (below) and the following procedures:  
Underline (or circle) the mistake  
Write the appropriate notation in the margin or next to the word  
Ensure students correct the mistake
- 5.5. Literacy marking codes are printed in students' books and are clearly displayed in all teaching rooms.
- 5.6. Teachers building directed improvement and reflection time (D.I.R.T) into their schemes of work and lessons. Teachers directing and then expecting learners to correct literacy errors during D.I.R.T.
- 5.7. When evaluating students' progress in literacy via work scrutiny, teachers and heads of department should ensure that their work shows improvement in the development of their literacy skills by the same pupil over a period of time. For example, they have widened their vocabulary compared to a year ago; they have learned how to improve their note taking.
- 5.8. Each department will be issued with a checklist of methods that they could draw upon to promote literacy. This can be used to assess current schemes of learning and identify further opportunities for incorporating the teaching of literacy into these.
- 5.9. Departments will monitor the implementation of the marking for literacy policy via observations, departmental meetings work scrutiny, learning walks, student focus groups and other quality assurance processes.

## 6. Resources

- 6.1. All departments should have subject specific (tier 3) key words displayed prominently, lists should be provided to students; stuck in books, on knowledge organisers or in a Google classroom
- 6.2. All departments should have displays and/or mats for spelling and refer to these as appropriate
- 6.3. All departments should have displays and/or mats for decoding academic language (tier 2 vocabulary) and exam question command words
- 6.4. All departments should have displays and/or mats listing pivot words and connectives
- 6.5. All departments should have displays and/or mats for extended topic writing e.g. mnemonics, structure strips, writing frames
- 6.6. Use should be made of the Library for some lessons, individual research and private study

## 7. Specific Responsibilities

The SENCO, Literacy Co-ordinator and Heads of Departments have access to a breakdown of the performance of individual students in key areas of reading. These include literal comprehension,

vocabulary, comprehension requiring inference or prediction and opinions and comprehension requiring analysis. This information is used to identify and target students in need of additional literacy support. This information is collated through GL English tests, KS2 prior attainment and the Accelerated Reader Star Test.

#### 7.1. Head of English

- 7.1.1. To provide the relevant assessments as required
- 7.1.2. To advise on appropriate strategies and resources

#### 7.2. Head of Special Needs

- 7.2.1. To liaise with HODs and subject teachers
- 7.2.2. With the Head of English, to ensure that assessments are completed as required
- 7.2.3. To liaise with feeder schools
- 7.2.4. To identify individual needs and strategies through the SEN Code of Practice and to produce IEPs
- 7.2.5. To liaise with and advise staff about the needs and progress of individual students
- 7.2.6. To monitor the work of the Learning Support Staff

#### 7.3. Teachers

- 7.3.1. Teachers using spelling and reading standardised scores to inform lesson planning and to match activities sensitively to learners' needs.
- 7.3.2. Teachers selecting texts at levels appropriate to learners when purchasing and creating lesson resources.
- 7.3.3. Teachers modelling high quality talk and in so doing consciously exposing learners to the academic language of their subjects.
- 7.3.4. Teachers modelling reading and explicitly teaching skills of skimming, scanning and zooming.
- 7.3.5. Teachers talking to learners about their reading and recommending texts for learners to read for pleasure.
- 7.3.6. Teachers ensuring that learners understand the conventions of text types specific to their subject.
- 7.3.7. Teachers modelling and deconstructing writing to explicitly teach the literacy skills learners will need to successfully complete a piece of work/unit etc.
- 7.3.8. Teachers building explicit teaching of vocabulary into their lessons enabling learners to become 'word rich'.
- 7.3.9. Teachers using classroom displays to make literacy visible for example by showing key word lists and how new vocabulary can be used in context.

### 8. Parents

- 8.1. Parents will be informed of any intervention work that is being undertaken with their child when it involves withdrawal from lessons
- 8.2. Parents will be kept informed of the literacy development of their child through reports, Accelerated Reader updates, Consultation' Evenings or other communication
- 8.3. Parents will be encouraged to give additional support at home

### 9. Cross-Phase Links

- 9.1. It is the responsibility of the Head of Special Needs & the SLT member responsible for transition to form links with the feeder schools to establish needs, strategies and progress of the Year 6 students and to communicate this information to all staff at St Sampson's.