



Kingsdown School

Whole School Literacy Policy

Rationale

Literacy underpins the 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. Helping students to express themselves clearly orally and in writing enhances and enriches teaching and learning in all subjects. All departments and all teachers have a crucial role to play in supporting students' literacy development. All teachers are teachers of literacy. Language is the prime medium through which students learn and express themselves across the curriculum, and all teachers have a stake in effective literacy.

Aims

The aims of this policy document are to:

- support students' learning in all subjects by helping teachers to be clear about the ways in which their work with students contributes to the development of students' communication skills; reading helps us to learn from sources beyond our immediate experience; writing helps us to sustain and order thought
- develop a shared understanding between all staff of the role of language in students' learning and how work in different subjects can contribute to and benefit from the development of students' ability to communicate effectively; students need vocabulary, expression and organisational control to cope with the cognitive demands of subjects
- recognise that language is central to students' sense of identity, belonging and growth; language helps us to reflect, revise and evaluate the things we do, and on the things others have said, written or done
- raise students' own expectations of achievement, thus raising standards; responding to higher order questions encourages the development of thinking skills and enquiry
- develop students' confidence and self-expression; improving literacy and learning can have an impact on students' self-esteem, on motivation and behaviour. It allows them to learn independently. It is empowering.

Accelerated Reader (AR):

To support these aims, Kingsdown School students in Key Stage 3 follow the Accelerated Reader Programme. Students are expected to follow the AR programme to enable them to make the best possible progress with their reading and comprehension. Thus, students should have a relevant AR book within their Book Level range on loan from the Learning Resource Centre at all times.



- Lack of equipment will be logged on sims for any students who do not have their AR book with them.
- Students are expected to read their AR book for a minimum of 30 minutes every day.

Roles and Responsibilities

English teachers: provide students with the knowledge, skills and understanding they need to read, write, speak and listen effectively and enable KS3 students to complete the requisite reading time for Accelerated Reader (20 minutes reading at the start of some lessons and a 30 minute visit to the LRC every week) and monitor the students' progress with this programme. Motivational rewards will be given to students for their progress.

Teachers across the curriculum: through their own subject lessons, contribute to students' development of language, since speaking, listening, writing and reading are, to varying degrees, integral to all lessons; promote the love of reading amongst students

Learning Resource Centre staff: in general to contribute to students' reading development, both fiction and non-fiction; support teaching staff and students with individual learning projects; and provide and promote reading enrichment opportunities (e.g. through the Literature Festival and Riveting Readathon). Furthermore, through the KS3 Accelerated Reader (AR) programme, manage independent reading practice based on each student's independent reading level; encourage students to select books to match his/her book level; monitor the completion of at least 3 STAR Reading Tests per year and the quizzes for completing a book; and provide data from these tests/quizzes to the relevant English teachers. Also, motivational rewards will be given to students for their progress with AR.

Literacy Hub in Inclusion: At times students may fall behind with their literacy. We assess all students in school with a Lucid Assessment and this identifies those who need further support with their literacy in order to progress at the same rate as their peers. Those who have a Lucid result of below 85 in the majority of the aspects tested will be included in the Freshstart intervention programme. This is a daily intervention where students work through a phonics based system to enhance their literacy skills. Their progress is tracked and baseline assessments repeated to ensure they have made progress. Students who struggle with spellings or only flag up concerns in one area of the lucid testing may be put forward for the Corrective Reading Intervention.

Faculty/Subject Leaders: should feature literacy considerations in all schemes of work, clearly indicating where and how they should be implemented; consider and address on-going literacy issues within their subject areas; devise key word displays and writing frames for their teams that can be incorporated into day to day teaching practice; identify any training and support that can be offered to help develop subject-based literacy materials.

Year Leaders and Tutors: identify any students who may have been missed through normal procedures. Identify students whose poor behaviour may be linked to poor literacy. Use tutor time effectively to support literacy through silent reading, speaking



and listening and writing activities. Also, KS3 tutors will support the Learning Resource Centre staff and English teachers in facilitating the Accelerated Reader programme.

Parents/Carers: encourage their children to use the range of strategies they have learnt to improve their levels of literacy. Support their child with reading: at KS3 with them, to them and through discussion of their Accelerated Reader book (KS3) via the Home Connect feature of the AR programme or, at KS4 discussion of the wider reading material pertinent to their children's GCSE subjects/texts.

Students: take increasing responsibility for recognising their own literacy needs and making improvements; and bringing the correct reading materials to silent reading in tutor time and KS3 English lessons. Furthermore, for KS4, purchasing their own copies of GCSE literature texts is strongly advised.

Governors: curriculum committee is responsible for overseeing the effective implementation of the literacy policy.

SLT: the Senior Leadership Team link is responsible for providing resources necessary to implement this policy and for monitoring its use throughout the school, with the support of the English Faculty.

Aims of the three language modes

Although the following is divided into three sections:

- speaking and listening
- reading
- writing

We recognise that the three language modes are interdependent. Overarching aims are to:

- take account of the needs of all students, with regard to ethnicity, gender, ability and social and cultural factors
- structure lessons appropriately in ways that support and stimulate language development and show how learning objectives for students are to be achieved
- recognise how resources will be organised and used to support this teaching
- monitor and evaluate the impact of common goals and clear, shared expectations of students' developing ability to talk, read and write effectively and, specifically, establish whether targets have been achieved.

Speaking and listening

Speech is our main means of communication in everyday life and is fundamental to the development of understanding. We want our students to develop increasing confidence and competence in speaking and listening so that they are able to:

- clarify and express their ideas and explain their thinking
- adapt their speech to a widening range of circumstances including paired and group discussions and speaking to a larger audience
- use varied and specialised vocabulary
- speak for a range of purposes e.g. to narrate, to analyse, to explain, to reflect and evaluate
- listen with understanding and respond sensitively and appropriately



- develop the skills required to be successful in out-of-school situations now and in the future.

All Faculties/Subject area will commit to:

- review schemes of work and teaching plans to identify opportunities for structured approaches to student speaking and listening
- explicitly place value on oral work as well as written work, recognising that discussions of topics is usually a precursor to any written work
- recognise where spoken outcomes of an activity can replace or have equal status to written outcomes
- ensure students have a range of speaking and listening opportunities in a variety of formats, including individual, paired, group and whole class situations involving formal and informal exploratory discussions, problem solving, debates, formal presentations, etc.
- ensure that students' oral contributions and achievements, formal and informal, are included in the process of teacher assessment, recording and reporting and student self-assessment and target setting
- teach and reinforce subject-specific use of vocabulary
- support the English Department in reinforcing the need for students to use Standard English and reduce the reliance on slang, colloquialisms and ungrammatical and dialect expressions
- develop the use of questioning techniques to promote learning.

Reading

We want our students to enjoy reading, to be able to use their reading to help them learn and to develop increasing confidence and competence in reading so that they are able to:

- read fluently, accurately and with understanding
- become independent and critical readers and make informed and appropriate choices
- select information from a wide range of texts and sources including print, media and ICT and to evaluate those sources
- apply techniques such as skimming, scanning and text-marking effectively in order to research and appraise texts.
- The school is committed to the implementation and

All departments will commit to:

- give time and status to reading in curriculum planning
- review and monitor the reading demands placed upon the students in their subject area, ensuring that reading for understanding is explicitly taught
- review progress in reading demands and skills encountered from Year 7 to Year 11 in their subject areas
- ensure there are resources available to meet the reading skills of all students at appropriate levels
- liaise and consult with SENCO to ensure matching of reading level to individual ability
- encourage independent reading and research possibilities
- encourage the use of the library
- integrate reading with writing, speaking and listening activities
- encourage reading aloud and group reading activities



- use ICT to support the development of reading
- promote wider reading connected with the subject area
- explicitly refer to the skills of analytical reading.

Writing

Many lessons include and depend on written communication. We want our students to develop increasing confidence and competence in writing so that they are able to:

- write in a widening variety of forms for different purposes e.g. to interpret, evaluate, explain, analyse and explore
- develop ideas and communicate meaning to a reader using wide-ranging and technical vocabulary and an effective style, organising and structuring sentences grammatically and whole texts coherently
- present their writing clearly using accurate punctuation, correct spelling and legible handwriting
- apply word processing conventions and understand the principles of authoring multi-media text.

All departments will strive to:

- make connections between students' reading and writing, so that pupils have clear models for their writing
- use the modelling process to make explicit to students how to write
- be clear about audience and purpose
- provide opportunities for a range of writing including sustained writing
- provide key words
- consider writing as a learning tool as well as a product of the learning
- limit the use of pre-structured writing e.g. copying, sentence completion, sentence rearrangement
- explicitly teach note taking
- expect high standard of presentation in students' finished work
- provide dictionaries, glossaries and lists of appropriate subject vocabulary and encourage students to use them
- overtly refer to the punctuation, paragraphing and writing techniques required for a specific purpose in lessons.

Assessing Literacy Across the Curriculum

- when assessing students' work across the curriculum we should value their oral contributions and listening skills alongside their reading and writing
- we should take into account students' performance in speaking and listening, reading and writing when assisting and reporting on students' progress in subject areas
- when setting writing tasks we should make explicit to the students the key features of language which will be considered.

When responding to students' work we should:

- make comments which are positive and supportive
- target specific areas for improvement (a selective and focussed identification of errors)
- give guidance on how to achieve the short-term targets set. For example, whilst "improve your spelling" is unhelpful and vague, the identification of a particular



spelling error e.g. doubling of letters before adding -ing is specific and presents the student with a target which can be addressed

- give priority to content, ideas, organisation and meaning above secretarial features
- create opportunities for students to reflect on the quality of their own work and for peer assessment
- use the following symbols consistently:
 - sp spelling error – underline the word or part of the word and write sp in the margin.
 - p punctuation error – underline or circle the error and write p in the margin.
 - gr grammatical error or error in expression of Standard English – underline the error and write gr in the margin.
 - // new paragraph needed – write this symbol in the margin and next to the words where the new paragraph should start

Signed by :
E Leigh-Bennett
Headteacher

Signed by :
L Scragg
Chair of Governors

Date : 30th April 2019

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