

LITERACY POLICY


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RECORD OF ISSUE

ISSUE	DATE	SUMMARY
1	December 2013	Draft follows a change of Headteacher. Review by Staff (MMc, JH & KH) December 2013
2	December 2015	Review by AR, DC & LB December 2015
3	December 2016	Review by AR, DC & LB December 2016
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5	December 2018	Review by AR, DC & LB December 2018
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1.0 INTRODUCTION

At the South Cumbria Pupil Referral Service we accept the fundamental principle that Literacy is the key to improving learning and raising standards; it enables pupils to gain access to the subjects studied in schools, to read for information and pleasure, and to communicate effectively. Poor levels of literacy impact negatively on what pupils can do and how they see themselves. The teaching of Literacy is not the responsibility of English teachers alone; at the South Cumbria Pupil Referral Service all adults share responsibility for the teaching of Literacy across the curriculum and recognise their statutory responsibilities as outlined in the National Curriculum. Crucially, we believe that literate pupils will ultimately emerge as more confident and articulate communicators, fully prepared to enter adulthood, whether to continue their academic studies or to enter the world of work.

Where applicable the support of Services such as the Specialist Advisory Teacher Service (SATs), English as an Additional Language team (EAL) and Specialist Speech & Language team (Sp & L) will be sought to work with staff and students.

1.1 Literate secondary pupils should:

- Read and write with confidence, fluency and understanding.
- Use their skills in speaking and listening to explore, articulate and extend their understanding of texts and adapt their communication to suit different audiences and purposes.
- Be able to orchestrate a full range of reading cues (phonic, graphic, syntactic, contextual) to monitor their reading and correct their own mistakes.
- Understand the sound and spelling system and use this to read and spell accurately.
- Have an interest in words, their usage and meanings and an extensive vocabulary used appropriately for different purposes.
- Know, understand and be able to write in a range of fiction and poetry genre, and be familiar with ways in which those genre are constructed.
- Understand the conventions of different non-fiction text types and be able to use these conventions confidently as readers and writers.
- Plan, draft, revise and edit their own writing from notes to a finished form and be able to use a variety of means including ICT to produce texts for different audiences.
- Have an extended technical vocabulary with which to discuss and evaluate their reading and writing.
- Read and write with enjoyment and discrimination.
- Through reading and writing develop their powers of imagination, critical awareness and thinking.
- Be able to research independently and make notes from a variety of sources, including the Internet.
- Use appropriate reading strategies to extract particular information, e.g. highlighting, scanning.
- Use talk to question, hypothesise, speculate, evaluate, solve problems and develop thinking about complex issues and ideas.
- Be able to write cohesively in an increasingly sophisticated style, using varied punctuation, sentence structures, paragraphs and technical devices.
- Adapt their writing to suit audience and purpose.
- Be confident users of subject specific vocabulary and correct spellings.

1.2 Policy aims

1. To adopt a whole-school approach to literacy across the curriculum in keeping with the principles and practices established in the National Literacy Strategy.
2. To enable all pupils to reach their potential in the key literacy skills of reading, writing, speaking and listening. Additional provision will be made for pupils who speak a different language at school from the one they speak at home.
3. To support the development of literacy skills throughout the curriculum
4. To raise staff awareness of key literacy strategies through staff discussions, INSET and the dissemination of good classroom practice.
5. To encourage staff to take responsibility for the development of literacy in their subject areas through the inclusion of appropriate schemes of work and lesson planning.
6. To support the development of literacy through the deployment of a range of resources in the school e.g. Library, ICT facilities, 1: 1 accelerated English support sessions, reading intervention and literacy targets etc.
7. To establish procedures for monitoring literacy across the curriculum.

2.0 STRATEGIES

2.1 Reading

2.1.1 Across the whole curriculum teachers will provide activities for pupils to:

- Read and follow written instructions.
- Read other students' writing
- Read to explore and to develop understanding.
- Learn how to sift, select and take notes from text.
- Learn how to access their textbook, including format and index.
- Learn how to reformulate, question and challenge what they read

2.1.2 Teachers will provide reading material of high quality which is up to date, relevant and balanced in its presentation of ethnicity, culture and gender and appropriate for the age and ability of the pupils.

2.1.3 Opportunities should be created for teachers to refer to pupils' use of reading in assessments and reports for all curriculum areas.

2.1.4 Students will be assessed and where needed; intervention will be put in place as set out below. The emphasis is on the right intervention with the right student.

2.1.5 Intervention will have 4 strands:

- Independent reading for pleasure. A 50 minutes session of reading and another activity linked to the subject matter, but at first engagement is important so other things can be planned in to promote this. Checklists that are designed to help identify the nature of pupils needs, especially where there are decoding difficulties / dyslexic tendencies, are available for staff to use those in the first few sessions to note where pupils struggle.

- Guided reading. Reading a range of texts including instructions for practical activities which could then be used to follow on. Vocabulary resources can also be used to support sessions.
- Reading intervention. Accessed via resources from the FEC reading project.
- Phonics work. After an initial screening test which states which workbook is most appropriate (of three levels), there are about 50 short sessions per book each one focusing on a different grapheme-phoneme correspondence. There are also further resources available via the South Lakes Federation website.

2.1.6 These interventions will be timetabled for all students in KS3 and targeted for students with identified need in KS4.

2.2 Writing

2.2.1 Across the curriculum teachers will provide activities for pupils to:

- Plan and organize written work.
- Plan, draft, discuss and reflect on their writing.
- Write for a range of purposes and audiences and in a range of formats.

2.2.2 Teachers will set writing tasks that have clear and immediate purposes, are objective driven and which are appropriate for the age and ability of the pupils concerned.

2.2.3 Teachers will teach pupils how to structure their writing

2.2.4 Where pupils are asked to write in a particular genre, e.g. a newspaper report, teachers will ensure that pupils are familiar with the appropriate style and conventions.

2.2.5 We will aim to:

- Provide good models of particular kinds of writing
- Provide frameworks where appropriate and need individuals' SENs.
- Provide dictionaries and teach pupils how to use them
- Display Key Words in the classroom
- Teach subject specific vocabulary and spelling
- Encourage high standards of presentation.

2.3 Speaking and Listening

2.3.1 Across the whole curriculum teachers will provide activities for pupils to:

- Listen and carry out instructions.
- Explore and develop ideas with others through their talk.
- Ask questions as well as answer them
- Work collaboratively with others.
- Extend their confidence and improve quality of speaking and listening.
- Do individual presentations for small, select audiences to build their confidence.

2.4 Roles and Responsibilities

2.4.1 All Staff should:

- Ensure that they are familiar with the specific literary demands of their subject and ensure sufficient coverage of these skills in their lesson planning.
- Use agreed strategies in order to teach Writing, Speaking, Listening and Reading Skills.
- Be able to identify a pupil's literacy strengths and weaknesses and know how to build upon these in order to promote pupil progress.

2.4.2 Subject Teachers should:

- Ensure that 'subject specific literacy' is clearly identified in schemes of work and that this is obvious progression through the Key Stages.
- Seek to find opportunities to liaise with the Core Learning Leader to provide continuity
- Monitor the work of their subject with regard to the inclusion of subject specific literacy strategies in lesson planning.
- Encourage models of good practice e.g. modelling and close collaboration between colleagues in order to promote literacy developments.

2.4.3 The Leadership Team should:

- Accept overall responsibility for the delivery of the school's Literacy Policy.
- Provide appropriate resources to support the delivery of the curriculum.
- Support literacy initiatives in the school.
- Monitor implementation of the Literacy Policy across the school.
- Be role models in employing literacy strategies in their own teaching and monitor examination and assessment outcomes to ensure that no group is disadvantaged with regard to race, ethnicity or gender.

2.4.4 The Key Teacher should:

- Communicate with all subject staff about pupils who have literacy difficulties and give advice on what staff can do to help these pupils in their subject.
- Monitor pupils with literacy difficulties through IEPs and review meetings.
- Find opportunities to praise pupils' achievements and show interest in their reading, speaking and listening.

2.4.5 The Service Literacy Lead should:

- Communicate with all subject staff about pupils who have literacy difficulties and give advice on what staff can do to help these pupils in their subject.
- Monitor pupils with literacy difficulties through IEPs and review meetings.
- Find opportunities to praise pupils' achievements and show interest in their reading, speaking and listening.
- With the leadership team, accept overall responsibility for the delivery of the school's Literacy Policy Provide appropriate resources to support the delivery of the

curriculum.

- Support literacy initiatives in the school.
- Monitor implementation of the Literacy Policy across the school.