



The King Edmund School

Literacy Policy

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Reviewed Annually

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Statement of Intent

Sound literacy skills are essential for progress across the curriculum and to enable students to function effectively in adult life.

All teachers have a responsibility to develop students' competence in reading, writing, speaking and listening in their own subjects and to ensure that students become competent users of language, and can access the curriculum effectively and achieve their potential.

The development of literacy skills across the curriculum will be implemented according to the following guidelines:

- Faculty schemes of work will specify how literacy skills are reinforced within their subject areas.
- Staff will follow whole school policies on marking and literacy
- Students lacking basic literacy skills will be identified at transfer, using reading tests within English and Learning Skills lessons.
- In Key Stage 3, literacy support will target students most in need of support who will receive extra help via withdrawal and one-to-one support.
- The SENCO and Head of English will advise teaching staff on supporting students with reading and writing difficulties.

Signed:

Headteacher _____ Date _____

Chair of Governors _____ Date _____

Principles

Literacy is one of the fundamental elements of learning; it concerns the way learners' access and interact with every kind of written text. High standards of literacy lead to success, both at school and in adult life. The King Edmund School is committed to raising standards of literacy in order to raise standards and attainment across the curriculum.

The King Edmund School recognises that:

- Students need vocabulary, expression and organisational control to cope with the cognitive demands of different subjects.
- Reading helps students to learn from sources beyond their immediate experience.
- Writing helps students to sustain and order thought.
- Language helps students to reflect on, revise and evaluate the things they do, and to reflect on and evaluate the things others have said, written or done.
- Responding to higher order questions encourages the development of thinking skills and enquiry.
- Improving literacy and learning will impact on students' self-esteem, on motivation and behaviour.
- Improving spoken literacy gives students confidence when interacting in formal contexts.

1.1 Key roles and responsibilities

The Governing Body

- The Governing Body has overall responsibility for the implementation of the Literacy Policy and procedures of the King Edmund School.
- The Governing Body has overall responsibility for ensuring that the Literacy Policy, as written, does not discriminate on any grounds, including but not limited to ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- The Governing Body has overall responsibility for reviewing the Literacy Policy annually.

The Headteacher

- The Headteacher has responsibility for handling complaints regarding this policy as outlined in the school's Complaints Policy.

Literacy Specialists

- The Literacy SLT Lead will be responsible for the day to day implementation and management of the Literacy Policy of the King Edmund School
- The Literacy Lead and Head of Languages will be responsible for liaising with teachers across all departments to facilitate the delivery of cross-curricular literacy skills

English Department

- The English Department will be responsible for teaching basic literacy skills

Teachers

- Teachers will be responsible for developing literacy skills across their subjects.

1.2 Reading Guidelines

- Year 7-10 students have the opportunity to focus on improving reading during tutor time.
- Key Stage 3 students should always have an appropriate reading book. If staff members have concerns as to the suitability of any book, they should liaise either with the English Department or with the Library Resource Manager.

- Paired reading will take place each morning in the library. Specially trained listeners will work with the least able readers in Years 7 and 8 who need to improve their reading.
- All students have access to books from the school library. Students should also be encouraged to join their local public libraries.
- All staff should be aware of the specific requirements of their subject and should prepare students where necessary. This could mean, for example, producing a glossary of specific terms used in a particular examination, topic or textbook, as may staff already do. Staff should also, where appropriate, reinforce reading/study skills techniques taught in English such as skim-reading, note-taking, underlining key words etc.
- Staff will take account of the literacy demands made by students in their lessons and plan support strategies to assist students e.g. active reading strategies.
- Staff should plan opportunities for students to show they understand information conveyed in different forms of text and from different sources.

1.3 Writing Guidelines

- Staff will encourage accuracy in writing by following the school's marking policies.
- Throughout the year, staff will reinforce skills with students whenever they are engaged in writing tasks.
- Staff will encourage students to use a neat, joined handwriting style and insist on a neat presentation. Students with poor handwriting should be referred to the SENCO who will liaise with the appropriate staff to implement support.

Staff will assist students in the organisation of their writing, and will provide good models and writing frames where appropriate to support pupils with their writing.

Staff will help students to choose appropriate expression in writing, according to the task and type of writing required, by teaching the appropriate conventions.

- Staff will reinforce basic skills in writing, reminding students of the importance of basic punctuation and paragraphing in the context of their work.
- Students will be encouraged to plan and check their work. Staff should plan opportunities for students to convey meaning in a range of forms for different readers/audience.

1.4 Speaking and listening guidelines

- Staff will encourage the development of speaking and listening through activities within each unit of work.

- Speaking and listening to be commented on where appropriate in students' books using rewards such as House Points.
- Staff are to plan opportunities for students to speak articulately in a range of contexts and for different purposes.
- Systems such as Collaborative Group work structures are to be used to ensure active participation in group and class discussions.

1.5 Use of Data

- Reading data on Years 7, 8 and 9 students will be available for all staff. Staff can then plan appropriately.
- Key Stage 2, CAT and GLS data will be available to all staff to assist in planning.

1.6 Key Stage 3

Pupils at Key Stage 3 will be taught the following literacy skills across the curriculum:

- Awareness of the sounds of language
- To spell and use an extensive and challenging vocabulary
- Word grammar
- Sentence grammar
- Reading and comprehension
- To love reading and books

In English, pupils at Key Stage 3 will be taught to:

- Develop and appreciation and love of reading, and read increasingly challenging material independently.
- Understand increasingly challenging texts.
- Read critically.
- Write accurately, fluently, effectively and at length.
- Plan, draft, edit and proofread.
- Speak confidently and effectively.

1.7 Key Stage 4

Pupils at Key Stage 4 will be taught the following literacy skills across the curriculum:

- Read critically with a high level of comprehension.
- Summarise and synthesis information.
- Evaluate a writer's choice of vocabulary, form, grammatical and structural features.
- To compare texts.
- Produce clear and coherent text and write effectively for a range of purposes.
- Write for impact.

- Present information and ideas vocally.
- Respond to spoken language.
- Use Standard English whenever and wherever appropriate.

1.8 Key Stage 5

Pupils at Key Stage 5 will be taught the following literacy skills across the curriculum:

- Read critically with a high level of comprehension.
- Summarise and synthesis information.
- Evaluate a writer's choice of vocabulary, form, grammatical and structural features.
- To compare academic texts.
- Produce clear and coherent text and write effectively for a range of purposes.
- Write for impact.
- Present information and ideas vocally.
- Respond to spoken language.
- Use Standard English whenever and wherever appropriate.

Reading for Pleasure

Statement of Intent

The King Edmund School believes in encouraging pupils to develop pleasure for reading. Pupils who read on a regular basis, in school, and at home, have a higher chance of fulfilling their academic potential.

Independent reading, and reading as a group, are integrated into the existing curriculum, with aspects of this policy used in everyday teaching. A wide variety of texts and electronic sources are available in order to provide pupils with a range of reading options.

The aim of this policy is to instill passion for reading in pupils, which they will carry on into subsequent phases of education, and into later life.

1.9 Teachers' role

- Teachers act as role models and encourage pupils to view reading as a pleasurable activity.
- Teachers read aloud to pupils on a daily basis, in order to create a positive reading environment.
- Teachers actively encourage pupils to read aloud to the whole class, in order to build their confidence.
- Pupils are encouraged to ask questions and interact with teachers when they are reading or listening.

- Teachers maintain a balance between the types of reading materials, for example, inviting pupils to break away from their preferences, encouraging them to read new types of books, in order to expand their horizons and spark new interests.
- After teachers finish reading a book with the class, they encourage pupils to provide their opinions on the book in group discussions.
- Teachers encourage pupils to read outside the classroom and make book recommendations to each other.
- Teachers regularly undertake CPD to improve engagement with their pupils and enhance their methods of encouraging reading.

1.10 Reading Materials

- A wide range of reading materials are available in the library and classrooms which include the following:
 - Age relevant fiction and non-fiction books
 - Educational magazines
 - Newspapers
 - Internet based text, accessed via tablets
 - Comic books
 - Pupils' work
 - Books in other languages
- A range of dyslexia-friendly reading material is available.
- The school actively seeks to add new reading materials to their collection, through purchases and contributions from the wider community.
- Any books that are donated to the school are reviewed by the Learning Resource Centre Co-coordinator, in order to ascertain whether they are age appropriate and suitable for pupils.

1.11 The School Library

- All pupils at the King Edmund School are made aware that they have access to the library when they are not in class.
- Each English group in Year 7 at the school is allocated one hour a fortnight of teaching time to spend in the library/reading lesson.
- Pupils are given access to tablets and electronic devices to access online reading materials.
- All pupils are given access to the library before and after school.

- All pupils are permitted to borrow books in accordance with the school's library procedures.

1.12 Reading at Home

- Communication is maintained with parents/carers throughout the academic year, in order to keep them updated on their child's progress.
- Pupils are encouraged to read at home through the following methods:
 - ❖ Family learning sessions during holidays at the local library
 - ❖ After school with parents/carers
 - ❖ Book swaps
 - ❖ Notifications for parents/carers informing them of their child's progress

1.13 Pupils with SEND and academically more able Pupils

- All pupils are encouraged to read books that are suitable for their reading ability.
- Pupils with special educational needs and disabilities (SEND) receive additional support from learning support assistants to enable them to develop a passion for reading.
- The Special Educational Needs and Disabilities Co-coordinator (SENCO) includes reading for pleasure as part of the individual learning plans for pupils with SEND.
- Academically more able pupils are provided with reading materials, which challenge them and keep them interested in reading new material.

1.14 Equality and Diversity

The King Edmund School is fully committed to ensuring the equal treatment of all its pupils and staff, and this is reflected in the reading materials that it uses, the school is committed to guaranteeing that nobody is victimised or discriminated against based on the following:

- Ethnicity
- National origin
- Culture
- Religion/beliefs
- Gender
- Disability
- Sexual orientation

Any instance of discrimination, harassment or bullying is dealt with promptly, in keeping with the school's Equality Policy and Anti-Bullying Policy.

