



Literacy Policy

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Literacy Policy – 2021/22

Literacy has been identified as a key school priority.

Literacy is a Key Priority At Park High School:

'All teachers at Park High School are teachers of *literacy and communication*. Staff and students have high expectations of literacy in both speaking and writing. Students are able to articulate their ideas and express them fluently and with confidence, both orally and in writing. Teachers will actively work to develop students' vocabulary and build cultural capital through modelling and a breadth of reading. All students will be taught to read.'

Literacy is important because:

- students of all abilities need a wide vocabulary and both accuracy and clarity of expression to fully know, understand, explore and interpret the challenging concepts introduced to them across the curriculum;
- reading, writing and speaking fluently are essential skills which give students access to their chosen pathways beyond school;
- writing clearly allows students to communicate their knowledge and understanding effectively both in school and beyond;
- improving literacy allows students full access to the breadth of curriculum on offer;
- improving literacy can have a significant impact on students' self-esteem and on their motivation and behaviour, because it allows them to learn independently and so empowers them;
- through a variety of oracy opportunities, students become more confident and are able to find their voice, both literally and metaphorically;
- increased levels of literacy and communication are fundamental to diminishing the differences for our disadvantaged students.
- periods of school closure, due to the Covid pandemic, have widened the literacy gap for all students, and even more so for disadvantaged students. A National Literacy Trust report highlights that the most vulnerable students living in poverty are 19 months behind their peers in terms of vocabulary and language acquisition. And, 1 in 11 of these families will not have any books at home.

Across the school we intend to:

- continue to raise the profile of literacy and promote its importance;
- ensure early reading interventions are promptly established for students arriving at Park High below expected levels in reading;
- embed a range of interventions to ensure students are taught to read and catch up entirely;
- use the Head of Reading and Literacy to lead on our work with identified groups of students who arrive at school 'not secondary ready' and provide them with additional support through our bespoke Guided Reading Programme and Thinking Reading;
- create a culture of reading across the school and ensure that students are experiencing a range of high quality texts both literary and discursive;
- raise the profile of oracy and communication through the development of our oracy curriculum, 'talking assemblies', the Ignite Programme, creating a culture of debating and continuing professional development;

- support strategically identified departments to assist them in planning, embedding and delivering literacy within their subject area, which is domain specific. Oracy pioneers will work with departments to develop schemes for our oracy curriculum;
- ensure that across the school, in all subject areas, students are explicitly taught both tier two and tier three vocabulary, with the aim of closing the vocabulary gap;
- seek to provide time and appropriate training for all staff so that they can address literacy with greater knowledge and confidence;
- improve the consistency of, and opportunities for, modelling writing across the school;
- have literacy on the agenda in relevant meetings and allow time for the sharing of best practice;
- develop the specific teaching of literacy and grammar within identified literacy lessons, and so improve the students' accuracy in speech and writing and ensure that literacy lessons build on and develop knowledge of grammar learned at KS2;
- engage parents in literacy and, in particular, in reading;
- review this literacy policy annually.

Roles and Responsibilities

AHT Literacy and Communication, an identified senior leader leads on Literacy and Communication across the school and is responsible for the strategic planning and development of literacy across the curriculum. This will include being responsible for the implementation of key interventions, developing partnership work, line management of the Head of Reading and Literacy, supporting departments, engaging parents and monitoring progress.

The **Head of Reading and Literacy** will lead and develop the teaching of reading within the Guided Reading lessons. They will manage and oversee the Thinking Reading programme and ensure there is a strategic link between all reading interventions within the school. This will include the identification and tracking of students, the development and review of curriculum and resources, CPD for staff and developing parental engagement. The Head of Reading and Literacy will also be responsible for developing the literacy curriculum and resources for the discrete literacy lessons (along with the TLR team in English) and ensure continuity between KS2 and KS3.

The **English Department** will build on key knowledge learnt at KS2 and will work with students in designated literacy lessons to support them in applying this knowledge to their reading and writing. Literacy lessons in English will aim to:

- ❖ address literacy issues that are apparent in our students' writing;
- ❖ develop metalinguistic awareness;
- ❖ teach grammar terminology explicitly, developing a shared metalanguage;
- ❖ to use oracy to improve student literacy;
- ❖ to build confidence in extended writing and give students opportunities to apply their knowledge of grammar.

The **Public Speaking and Debating Co-ordinator** will build on the oracy work already established across the school and work with Head of Reading and Literacy to establish, coordinate and embed a culture of debating across the school.

The **Learning Development Department** provides targeted intervention to students with a SEND or EAL need.

The **Librarian** promotes reading for pleasure, provides guidance for students and challenges students to engage with a broad range of texts.

Teachers in all subjects have high expectations of students' literacy and challenge students to meet those expectations. Teachers explicitly teach both the tier two and tier three vocabulary needed to express ideas in their subject area. Teachers model the writing process for students, so they may emulate the academic register and syntax appropriate to that subject. They provide opportunities for talk in their lessons which are structured. Teachers provide feedback for students which supports and develops their literacy and communication.

Tutors and HOYs support literacy through delivering 'root of the week', sharing DEAR resources and delivering tutor-time literacy sessions.

Data and assessment manager provides staff with data on student levels of literacy.

Parents and carers, with guidance and support from the school, encourage students to read a range of texts and to engage in conversation and discussion at home.

Students take increasing responsibility for recognising their own literacy needs and making improvements. Students read widely, and for pleasure, actively seeking to extend their vocabularies and improve the quality of their written communication. Students engage with opportunities to develop their oracy.

Developing Literacy Skills

Oracy

We will give students a range of opportunities to develop their oracy, including:

- the oracy framework, to be embedded across the curriculum through our partnership work with Voice 21;
- there is a Key Stage 3 oracy curriculum which runs across departments;
- 'talking assemblies' are delivered across Years 7-9 and are timetabled in to the whole-school assembly rota;
- there are weekly oracy tutor-time resources and sessions;
- the Ignite Programme, the Speak Out Challenge and Debating Club.

Reading

Students will be taught to read fluently and for meaning through:

- Thinking Reading: a one-to-one reading intervention, which uses phonics and teaches students to decode, in order to close gaps for students three or more years behind their chronological ages. The programme also helps to build reading fluency, stamina and vocabulary.
- Reading comprehension: small guided reading groups will be timetabled and students will be taught key reading skills including:
 - ❖ making links;
 - ❖ reading backwards and forwards;

- ❖ reading to punctuation;
 - ❖ making inferences;
 - ❖ questioning;
 - ❖ visualising;
 - ❖ reading texts closely, actively and with vigour;
 - ❖ building knowledge of vocabulary;
 - ❖ reading with intonation;
 - ❖ reading to develop their cultural capital, which will support students in making valid inferences.
- Guided reading groups will be given the opportunity to read a range of award-winning texts.
 - During periods of remote learning, the Head of Reading and Literacy will oversee the teaching of these lessons and closely monitor engagement.
 - Library lessons will be used to engage students in reading a range of fiction and non-fiction texts and will focus on reading for pleasure. Staff will listen to students read and engage in conversations about reading.
 - A range of domain specific texts will be shared with students during lessons and beyond lessons.
 - Shared reading will happen during tutor sessions. Drop Everything And Read (DEAR) will focus mainly on current affairs and will support students in both reading complex texts and in developing their cultural capital.

Writing

It is important in all subjects that we reinforce students' language skills, through:

1. providing them with models for writing in different subjects and contexts;
2. using the modelling process to make explicit to them *how* we write;
3. explicitly teaching tier two vocabulary to students to enable them to develop an appropriate academic voice;
4. providing opportunities for a range of writing, including sustained writing;
5. challenging poor presentation, punctuation, grammar and communication;
6. in doing so, pay attention to what students are trying to say and help them reframe their ideas effectively;
7. provide effective feedback which enables students to improve their academic expression and the quality of their written communication.

Monitoring

This is to be undertaken through:

- lesson observations of different types including: evidence collection, performance development, peer observation and those carried out as a part of subject reviews;
- work scrutiny;
- tracking of data including: NGRT, PROBE2 and Pira, as well as internal tracking and progress checks;
- governors' visits;
- feedback from students and staff.

Glossary:

NGRT: New Group Reading Tests

PROBE 2: Reading Comprehension Assessment

Pira: Progress in Reading Assessment