



# **PARK HIGH SCHOOL**

## **LITERACY POLICY**

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# **Literacy Policy – 2017/18**

Literacy has been identified as a key school priority.

## **Park High School: School Priority 1**

**'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 cope with increased levels of challenge 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.

### **Across the school we intend to:**

- continue to raise the profile of literacy across the school 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 our primary literacy specialist to work with identified groups of students;
- 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 partnership work with Voice 21, including 'talking assemblies' and the Ignite programme;
- support individual departments with identified literacy priorities relevant to their subjects;
- 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 will be responsible for the strategic planning and development of literacy. This will include being responsible for the implementation of key interventions, developing partnership work, management of literacy staff, supporting departments, engaging parents and monitoring progress.

The **Literacy Coordinator** will support departments, provide CPD, run specific intervention groups, develop literacy resources 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 **Learning Development department** provides targeted intervention to pupils with an SEND or EAL need. The Learning Development Team also support the teaching of reading to students in guided reading groups.

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 'word 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 provide students with a range of opportunities for developing their oracy, including:

- the oracy framework, to be embedded across the curriculum through our partnership work with Voice 21;
- 'talking assemblies' to be phased in across the school, starting in Year 7 (2017-18);
- 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.
- 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.
- Texts will be shared with students during lessons and tutor sessions, including Drop Everything And Read (DEAR).

## **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, Lucid LASS, PROBE2 and RISING STARS assessments, as well as internal tracking and progress checks;
- feedback from students and staff.

### **Glossary:**

**New Group Reading Test (NGRT):** a monitoring tool for assessing reading and comprehension skills and to determine reading age.

**Lucid LASS:** a multifunctional assessment system designed to highlight differences between actual and expected literacy levels.

**Probe2:** a one to one fine grain assessment tool for precisely determining students reading age. This assessment focuses on decoding and reading accuracy.

**RISING STARS assessments:** half-termly reading progress tests.