



ST. SAMPSON'S HIGH SCHOOL

Literacy Policy

Last Review Date:	November 2024
Reviewer:	ECS
Next Review due:	September 2024

Literacy Policy

1. Introduction

1.1. Rationale:

Literacy provides students with the tools that they need to communicate effectively through **speaking and listening, reading and writing**. It therefore underpins student progression across all subjects. Consequently **all teachers at St Sampson's are also teachers of literacy** and, as such, they should seek to embed all three of the above literacy skills within their pedagogical practice and classroom environment.

1.2. Aims

- 1.2.1. To maximise every learner's literacy skills to enable them access to all aspects of our curriculum.
- 1.2.2. To embed a common language for learning to teach learners how to think, talk and write like subject specialists.
- 1.2.3. To empower teachers to embed the explicit teaching of literacy skills in their lessons and in their schemes of work.
- 1.2.4. To put provision in place to support the development of students' literacy skills.

Guidelines

2. Responsibilities for Literacy

- 2.1. All teachers are teachers of literacy and it is the responsibility of every subject area to identify the literacy input in their 'Implementation Plan' and include active teaching of academic language (tier 2) and subject specific vocabulary (tier 3) for each topic. It is critical that teachers begin to use a **'common language'** to promote literacy by developing their awareness of the different ways that literacy is being developed across the curriculum. Staff referencing the same techniques to promote literacy will enable students to transfer their skills between subjects more easily.
- 2.2. All staff should strive to raise the profile of literacy in the School.
- 2.3. The English Department has the prime responsibility for teaching literacy through its work in developing the skills of speaking and listening, reading and writing.
- 2.4. CPD will be provided to staff on a regular basis to further develop their teaching of literacy and be supported by the SSP HQIP quality assurance guidance

3. Objectives

The following objectives apply to all subjects in line with Curriculum requirements and should be included in all SoWs.

3.1. Speaking and Listening

Each subject will offer opportunities where appropriate for students to:

- 3.1.1. Use Standard English confidently in their own writing and speech;
- 3.1.2. Speak confidently and effectively using Standard English in a range of formal and informal contexts for a range of purposes and audiences
- 3.1.3. To give a presentation without reading from a script or PowerPoint
- 3.1.4. Use talk to explore and evaluate other activities
- 3.1.5. Use talk to express feelings and opinions

- 3.1.6. Ask and answer questions in group discussion
- 3.1.7. Solve problems collaboratively
- 3.1.8. Plan, discuss and evaluate their speaking and listening

3.2. Reading

In all subjects students will have opportunities where appropriate to:

- 3.2.1. Use skimming and scanning when reading
- 3.2.2. Learn new vocabulary, decode it, relate it explicitly to known vocabulary and understand it with the help of context and dictionaries;
- 3.2.3. Make inferences and refer to evidence in a text;
- 3.2.4. Identify the purpose, audience for and context of the writing and draw on this knowledge to support comprehension;
- 3.2.5. Be assisted by the use of guided reading techniques
- 3.2.6. Read for pleasure

3.3. Writing

In all subjects students will have opportunities to:

- 3.3.1. Write accurately, fluently and effectively according to purpose and audience
- 3.3.2. Plan, draft, edit and proofread their writing
- 3.3.3. Be accurate in their use of spelling, punctuation and grammar
- 3.3.4. Write in complete sentences

4. Intervention & Support

4.1. Reading Support

- 4.1.1. Identified students in KS3 use the Bedrock tier 2 vocabulary learning programme. Students aim to complete 1 lesson a week on the programme during their MFL lessons.
- 4.1.2. Identified students in Y7&Y8 from the NGRT data for reading fluency are paired with a HAP student from KS4 to attend a reading session in the library with their assigned mentor once a week (overseen by the librarian).
- 4.1.3. The Reading Lab initiative will involve supporting students in KS3 with their reading, comprehension and vocabulary skills. Staff - LSA's or teachers will support these sessions and build towards more independent reading for students. Students will be selected based on their GL data

4.2. In-Class Support

- 4.2.1. Some support will be provided by the SEN Department
- 4.2.2. Adaptive teaching build into each departments curriculum
- 4.2.3. A limited amount of support will be provided where necessary by other teaching staff
- 4.2.4. Individual/small group withdrawal & tuition for weaker students.
- 4.2.5. Requests will be made for learning support from the Education Department (IPS) when appropriate
- 4.2.6. Tutor time reading programme

5. Assessment of and marking for literacy

5.1 Expectations regarding marking for literacy are reinforced by adhering to the 'feedback policy' and through the quality assurance cycle completed by Heads of Department.

5.2 We assert the importance of being able to communicate clearly in writing by marking for literacy. Marking for literacy places a clear emphasis on the need for each learner to devote time and effort into

developing the quality and accuracy of their written communication. There is an expectation that all teachers within the school will provide feedback on general literacy skills including spelling, punctuation and grammar. This does not mean marking for every incorrect spelling or punctuation error, but work that includes highlighting some common mistakes, especially in basic punctuation (capital letters, full stops and commas) and in spelling.

5.3 Subject areas should focus especially on agreed subject specific key words (tier 2 & 3) as well as common grammatical errors. Key words linked to the unit and lesson should be made clear to students. Teachers should also focus on subject specific errors to encourage knowledge of key vocabulary. Teachers may break words down for deeper understanding. Marking for incorrect writing structures should be evident where applicable.

6. Reading for Pleasure

6.1 Weekly KS3 reading extended learning homework in English lessons

6.2 Form tutor reading programme, allowing pupils to explore a range of texts

6.3 The Bookopoly scheme also support students to develop a love of reading - this is run through the school library. Merits are awarded for books read and participation.

7. Resources

7.1. All departments should have displays and/or mats listing pivot words and connectives

7.2. All departments should have displays and/or mats for extended topic writing e.g. mnemonics, structure strips, writing frames

7.3. Use should be made of the Library for some lessons, individual research and private study

7.4. Digital technology may be used in lessons to support students and may include 1:1 devices as indicated within the subject curriculum documents where appropriate

8. Specific Responsibilities

The ALNCo, Literacy Coordinator and Heads of Departments have access to a breakdown of the performance of individual students in key areas of reading. These include literal comprehension, vocabulary, comprehension requiring inference or prediction and opinions and comprehension requiring analysis. This information is used to identify and target students in need of additional literacy support. This information is collated through GL English tests, KS2 prior attainment and the No More Marking comparative writing. These all help to inform teachers when planning their lessons and work alongside the HQIP essentials for educators

8.1. Head of English

8.1.1. To provide the relevant assessments as required

8.1.2. To advise on appropriate strategies and resources

8.2. Head of ALN

8.2.1. To liaise with HODs and subject teachers, to ensure that assessments are completed as required

8.2.2. To liaise with feeder schools

8.2.3. To identify individual needs and strategies through the ALN Code of Practice

8.2.4. To liaise with and advise staff about the needs and progress of individual students

8.2.5. To monitor the work of the Learning Support Staff

8.3. Teachers

- 8.3.1. Teachers using spelling and reading standardised scores to inform lesson planning and create adaptive teaching materials suitable for their lesson
- 8.3.2. Teachers select texts at levels appropriate to learners when purchasing and creating lesson resources.
- 8.3.3. Teachers model high quality talk and in so doing consciously expose learners to the academic language of their subjects.
- 8.3.4. Teachers model reading and explicitly teach skills of skimming , scanning and zooming.
- 8.3.5. Teachers talk to learners about their reading and recommend texts for learners to read for pleasure.
- 8.3.6. Teachers ensure that learners understand the conventions of text types specific to their subject.
- 8.3.7. Teachers model and deconstruct writing to explicitly teach the literacy skills learners will need to successfully complete a piece of work/unit and using scaffolding where appropriate
- 8.3.8. Teachers build explicit teaching of vocabulary including generic and more subject specific tier 2 & 3 terminology into their lessons enabling learners to become 'word rich'.
- 8.3.9. Teachers use classroom displays to make literacy visible for example by showing key word lists and how new vocabulary can be used in context.

9. Parents

- 9.1. Parents will be informed of any intervention work that is being undertaken with their child when it involves withdrawal from lessons.
- 9.2. Parents will be kept informed of the literacy development of their child through reports and Consultation Evenings or other communication, including parent forums.
- 9.3. Parents will be encouraged to give additional support at home.

10. Cross-Phase Links

- 10.1. It is the responsibility of the Head of Special Needs & the SLT member responsible for transition to form links with the feeder schools to establish needs, strategies and progress of the Year 6 students and to communicate this information to all staff at St Sampson's.

Appendix A:

[Waves of Reading and Disciplinary Support](#)

As a Rights Respecting School, St. Sampson's is a successful, supportive, happy society that upholds the rights of the child as set out in the UNCRC.