



# Tibshelf Community School

## Literacy Policy

Policy Status	Date	CHAIR OF COMMITTEE	Minute No:
Approved by TL&C	17/06/2015	Allison Beckett	08/06.15
Ratified by Full Governors	08/07/2015	Ruth Spencer	GB/10/07.15
Reviewed by TL&C	27/04/2016	Louise Cheung	TLC/16/15
Approved by TL+C	05/10/2016	Allison Beckett	TLC/10/16.04
Approved by Curriculum	16/05/2018	Justin Hawley	CC/05.18-06

Review Period: 1 Year



## **Introduction**

The purpose of this policy is to ensure that all members of staff are able to make an effective contribution to the development of pupils' language skills throughout the school.

## **Mission Statement**

We, as a whole school, are committed to raising standards through effective teaching of literacy across the whole curriculum, drawing upon work started at KS2 and developing a consistent programme which ensures that all our pupils have access to the skills they require throughout school and beyond.

## **Definition of Literacy**

The simplest definition of literacy is "the ability to read and write". In the educational arena it must also incorporate speaking and listening. We are, therefore, concerned with the enhancement of communication skills in all forms and as both receptors and providers. Well-structured lessons and a wide range of accessible textual and oral experiences will improve a student's ability to read, write, speak, listen and comprehend. All students must be given the opportunity to extend their use of language, including Standard English in a wide variety of contexts. This, in turn, will facilitate each student's ease of access to all subjects in the curriculum, will enhance performance and will be instrumental in raising self-esteem.

## **Involvement of all teachers in Literacy**

Since the revised National Curriculum orders became statutory and with the implementation of the National Strategy, the teaching of literacy is no longer the exclusive domain of the English Faculty, but is the responsibility of all subject teachers.

Pupils arrive in school with a wide and diverse range of experiences and competences. It is important that teachers use the child's individual skills in order to develop and improve their capabilities which will be reflected in the schemes of work in use within subject faculties. Subject teachers can promote and extend literacy across a broad range of activities which will enhance a pupil's language development, in reading, writing and spelling.

Many examinations now include marks for spelling, punctuation and grammar (SPaG).

## **Aims of the Whole-school approach**

- to extend the language competence of all pupils;
- to increase confidence in using language, both spoken and written;
- to maximise access to the curriculum, accelerate learning and raise achievement;
- to enhance pupils' social skills and their ability to work both co-operatively and independently;
- to provide a clear framework for parity of the presentation of work and for its evaluation.

## **Teaching and Learning**

Each Faculty has identified ways in which literacy can best be taught and these have been integrated into Schemes of Work. In addition issues such as the following have been addressed:

- The examination of textual material to ensure appropriacy for the reading age of the student. The process of active reading has been explored and teachers are aware of the importance of identifying for the student both the purpose of the reading and the best method to be employed (skimming, close reading, scanning, etc.)
- The importance of small group structured talk to aid learning, as well as whole class discussion. Ways in which teachers can make the most effective use of question and answer sessions have also been explored, with a special focus on the use of open question techniques. Where appropriate, such as the more formal situations, the use of Standard English is to be encouraged.
- For the teaching of extended writing, subject teachers follow the National Strategy structure of: identifying conventions; teacher modelling writing; providing support by scaffolding and pupils' independent writing.
- Subject-specific vocabulary and spelling lists are prominently displayed, and or referred to and form an integral part of each lesson.
- The acquisition of subject vocabulary and the spelling of subject specific words are taught as an integral part of lessons.
- Strong links are forged with Primary schools: to ease transition from KS2 to KS3, to share good practice and to remain informed about the working of the Literacy Hour. Reading and spelling ages are tested in primary schools as part of the transition programme. This allows quicker identification of low reading ages and can inform the planning for specific interventions to ensure all students can access the curriculum.
- Specific examination command words are taught explicitly in most subjects.
- Students' planners contain a set of literacy guidelines and subject specific keywords.
- A reading book is part of the school equipment list in KS3.
- A range of reading programmes are used to monitor the progress of reading ages in Year 7 and 8. This allows reading age results to be distributed to staff at key points in the year. The program also encourages 'reading for pleasure' by recommending books to the individual.
- Specific intervention programmes have been created to provide intensive literacy support to students with additional literacy needs across KS3. Students 'master' key skills which are transferable across the curriculum.

## **The Library**

The Library is crucial in supporting the literacy programme throughout School, as it provides an invaluable resource for research work, information gathering and reading for enjoyment. Fiction books are colour coded according to genre to aid students in finding books to suit their interests.

The Librarian organises a series of Book Fairs annually which enables students to purchase books, all proceeds being used for the purchase of library resources.

The library is also instrumental in promoting newspapers and periodicals to widen pupils' experience of writing styles. Additionally, the library promotes the use of video film, DVDs, audio books, CD ROMs and computers further to extend experience. Laptops are available for use by students during break times, lunch and after school for homework, coursework or revision needs.

The librarian is co-ordinating literacy intervention for some vulnerable groups.

The librarian runs a Reading Challenge for all Year 7 and 8 students. Running through the year, students accumulate books they have read by reviewing them and having a parent/guardian or teacher sign it. Students receive awards at the end of the year in accordance to the number of books they have read and reviewed.

The library is open after school to support literacy, homework club and 1-1 support.

### **Literacy Support and Intervention Programmes**

As a result of scrutiny of KS2 results, CAT scores and the outcome of Suffolk Reading and Blackwell Spelling tests as part of our transition programme, pupils in need of additional support with literacy skills are identified. This support is provided in a variety of ways:

- Some students are extracted from lessons to follow an intensive teaching programme to address specific aspects of literacy, guided by a Learning Support teacher.
- Programmes such as the Scholastic Reading Scheme linked to Lexiles for all Year 7 and 8 students.
- English staff deliver a specific Literacy lesson for one hour per week at year 7 /8.
- Targeted students are withdrawn from Modern Foreign languages and are enrolled onto a timetabled literacy intervention in order to practice key writing and reading skills.

### **Extra-curricular**

- Out-of-school events such as theatre visits, TIE writers in residence, etc.
- Promotion of local and national events: World Book Day; The Big Read; The Little Read.
- Students are involved in writing competitions: Science poems, bed-time stories, creative writing, food poems.
- Library operates reading and writing clubs at lunchtimes. Students who participate receive a writing workshop from a published author.
- Librarian responsibilities are offered to students who are interested in the running of a library. Students help arrange books, contribute suggestions for new books, help with arranging displays and helping other students with library-related needs.