



WARBLINGTON
SCHOOL

LITERACY POLICY

Current document may be accessed under the policies tab at:
www.warblington.hants.sch.uk

Document Control

| Baseline Document | Comments/ Scheduled Review Date | Action/ Reviewed by | Approved by the Governors |
|-------------------|---------------------------------------|---|---|
| February 2014 | Summer 2014 | Written by : Mrs E Richards Reviewed by: SLT | Curriculum and Achievement Committee |
| | Summer 2015 | Reviewed by HBN and JWD | Curriculum and Achievement Committee |
| | Spring 2017 | Reviewed by HBN and JWD | Curriculum and Achievement Committee |
| | Spring 2018 | | |

Document Owner: The Governing Body, Curriculum & Achievement Committee

Leadership Team member responsible: Mrs Julia Vincent, Headteacher



Warblington School is a UNICEF Rights Respecting School. By reflecting on the United Nations Convention on the rights of the child and placing it at the heart of everything we do, we believe that our community is working together to enable our students to take an active role in developing their place in society both now and as adults of the future (Articles 28 & 29). We have based our Literacy Policy around these rights and to reflect on the rights of our students within the policy.

We believe that our Literacy Policy is a supportive document which enable us to put the education of our students at the forefront of our practice.

Vision statement

We believe Literacy is the key to ensuring progress across all curriculum areas. Through Literacy we enable our students to access the varied and dynamic curriculum that they will encounter on a day to day basis; equipping them with the essential skills required for life-long learning thus empowering them to succeed in school and the wider world context. Research has shown that by encouraging students to use their speech when they begin to write informally, it can help in the drafting process as their writing begins to take shape.

Aims

- To raise the standard of Literacy, in both staff and students.
- To enable students to express and communicate meaning in spoken language, matching style and response to audience, context and person.
- To provide students with a range of relevant and purposeful opportunities to develop their ability to read, understand and engage with various text types for learning and enjoyment.
- To enable students to communicate using written language effectively, making and shaping text appropriately and accurately according to context, purpose, reader or audience.
- To create a literacy rich visual environment.
- To encourage reading for enjoyment.

Rationale

Literacy is a key focus of the School Development Plan. A short term RAP document outlining the key developments for 2016-2018 has been created. This clearly states how Literacy will be implemented/monitored over the next year.

In order to ensure the plan is implemented effectively members of departments within the school have designated Literacy leads that meets as part of the CPL Literacy Team.

Their responsibility is to implement/monitor Literacy within their departments and to do action research into strategies to support students' literacy as well as monitor the impact.

Teachers at Warblington School aim to:

- a) Model: as a skilled user of language, the teacher's role is the central element in fostering positive attitudes towards Literacy;
- b) Facilitate: provide a supportive and stimulating environment, organising purposeful activities and enabling children to develop literacy skills;
- c) Initiate: provide a variety of resources and opportunities for a wide range of balanced activities to encourage the development of skills in oracy, reading and writing;
- d) Monitor: observe and record the development of skills in Literacy;
- e) Assess: evaluate and assess the development of skills in Literacy.

Classroom environment

All classrooms must visually promote Literacy by displaying keywords, a clear Literacy focus and various examples of pupils' written work.

Displays will support students to work independently as well as supplement their own Literacy.

Dictionaries, thesauri, reading books, examples of student writing and keywords should all be present and displayed in all classrooms.

Teaching approaches and organisation of learning

- Students should be proficient in the use of "high level of accuracy in Standard English" when communicating in written forms. This will be expected to be implemented both in the classroom and the wider school context.
- The use of key words to strengthen wider vocabulary and subject specific vocabulary should be present in every classroom in order to build a powerful lexicon amongst our learners.
- All schemes of work should be written in order to encompass a wide range of Literacy activities.
- All student work should be marked for Literacy following the guidance provided in the Assessment, Feedback, Recording and Reporting policy
- All students work books should display a Literacy feedback marking sticker on the front cover.

- Schemes of work should include opportunities for students to write in a
- All staff are expected to correct subject specific language.
- All teachers planning should include activities relating to the whole school Literacy focus. Evidence of the school Literacy focus will be evident in books. Literacy assessment stickers will be used each Half Term to self/peer assess their progress



in this variety of styles for different purposes and audiences.

- Schemes of work need to include opportunities for extended writing and contain resources to structure writing
- Teachers should model writing tasks to show students how to approach the task.
- When writing student reviews, staff must ensure that they are technically accurate by initially proof reading them to ensure basic errors are eliminated.
- All schemes of work are expected to include TRIM (Time to Reflect, Improve and Move forward) to encourage students to draft, redraft, improve and evaluate their writing.
- All formal written communication in and out of school e.g. emails, letters, reviews must be technically accurate.
- All teachers should regularly read to students in all areas of the curriculum.
- All students should make a contribution to class reading and the monitoring of this
- Reading progress is to be monitored *twice a year by controlled test that is led by the SENCo*. Any student with a standardised NGRT (Neil Group Reading Test) result of below 85 will be placed on the paired reading programme. They will read twice a week for twenty minutes, with a support member of staff. The progress will be reviewed by the SENCo every half term.

- All teachers should incorporate a range of reading strategies into their lessons
- Guided reading should be used by small groups across the curriculum.
- Students will take a spelling test twice a year in March and September. Data from the tests will highlight students requiring intervention.
- Spelling tests of key words are to take place in every subject at least once per unit/scheme of work.
- Key words should be displayed in every classroom and be part of day to day planning.
- Spelling rules should be displayed as part of visual literacy around the school.

Structure of Literacy in SAGE time

- A structured programme of study will be followed in SAGE time which primarily focuses on Oracy. These sessions include:
 - Literacy 1: News of the Day – topical news features from newspapers which ask pupils to discuss and debate key ideas. There are opportunities for writing tasks built in to these sessions
 - Literacy 2: Quiz – pupils work in teams to answer a set of 10 questions on topics chosen in advance
 - Literacy 3: Who am I? Links to the inspirational phrase are made with key discussions and activities that lead directly from the selected quotation.
- Years 7-9 also have opportunities to read either alone or as a whole class (with the ERIC reads) when other special weeks are not in progress e.g. charity weeks, Litter Picking
- In addition to this, Y7 and Y8 tutors have access to the Reading Room once a fortnight to read independently and select new books that are being provided by the SLS

Monitoring and Evaluating of Literacy.

- Monitoring and Evaluating of the teaching of Literacy will take place by; Literacy Lead, SLT, SENCo and CPL Team. This will take the form of book scrutiny, pupil voice, drop ins, formal observations, pupil pursuit and department reviews.
- The progress of all students will be monitored through data collections and standardised tests.

- Teachers should ensure Literacy issues are highlighted through marking and addressed by the child. This can be done through use of the green pens or peer/self- assessment stickers. Evidence should be visible in the student's work.
- Literacy intervention should focus on specific strategies and use baseline tests and PLCs to establish the impact of each intervention.

Sharing best practice/CPL.

- Opportunities to share best practice will take place on a regular basis as part of the school CPD calendar. Whole school Literacy INSET will also be scheduled throughout the academic year.