

# St Richard's Catholic College

## Literacy Policy



The Policy was approved by the Governing Body: September 2016

Chair of Governors: \_\_\_\_\_

The Governing Body will review the policy in September 2018

## LITERACY POLICY

Literacy is a whole school issue. We all share in the responsibility for teaching literacy, which includes speaking, listening, reading and writing. Because literacy is a means of supporting key skills in the curriculum, incorporating a literacy focus in all subjects will give pupils the necessary tools to articulate, explain and justify their ideas and understanding.

Baseline testing will enable us to target, monitor and mentor pupils.

### Literacy teaching across the curriculum

For literacy to become a whole-school issue, teachers in individual departments need to accept that they are all teachers of language. Each department needs to consider what the literacy requirements are for their area; the vocabulary specific to their subject; the range of texts used and the writing styles pupils will need to adopt to be successful.

There is a particular challenge to develop expertise in non-fiction writing, including knowledge of grammatical structure. We need to examine whether this is systematically taught, and reinforced by each department with the support of the *Literacy Box* and *Writing Toolkit* accessible to all teachers through their desktop. The college's *Word of the Week* will also help pupils to develop a wider vocabulary as well as understanding meanings and derivations of new words. All subject teachers use the literacy mark scheme – with symbols in margins indicating errors. This then forms part of DIRT/purple pen work.

The Personal Tutor is the link between school and home and can play a key role in promoting positive attitudes to reading among pupils. Encouraging private reading and providing 'book boxes' of interesting reading material, including non-fiction material such as newspapers, and even comics, is a way of encouraging the reading habit that can then lead on to a wider range of reading material. *Drop Everything And Read* (DEAR) is adopted during two registrations a week. Personal tutors should also allow time for focused talk related to the pupils' reading materials.

### Creating a positive reading and writing ethos in the school

The school ethos should encourage pupils to read and write beyond the curriculum requirements. We can demonstrate how we value literacy, for example, through sharing good books, celebrating pupils' written achievements at school assemblies and encouraging greater use of the school library. Pupils often enjoy taking part in writing competitions and events; successes need to be acknowledged and promoted. Role models, particularly for boys, can communicate the message that reading is important for life. We use displays and posters to encourage pupils to read. Inviting, for example, poets, authors and illustrators to share their expertise and love of their profession stimulates and supports pupil writing. Pupils are encouraged to develop their reading in each subject area, for example, recommendations of fiction with a historical theme.

### Literacy Interventions at KS3 and KS4

The college's Literacy Intervention supports many pupils to develop specific literacy skills that need more dedicated time than lessons solely allow. Pupils are selected for intervention based on their progress towards their target level and baseline data, such as reading and spelling ages and CATS Levels. In addition the Literacy Co-ordinator will liaise with the MFL and English departments to identify pupils who should be withdrawn from MFL in order to attend Literacy Support. Pupils attend literacy support classes delivered by the Literacy Coordinator, which focus specifically on the weakest aspects of a pupil's reading and/or writing. These are delivered by the Literacy Co-ordinator.

In Year 7 pupils have two timetabled Literacy Support lessons. In Years 8 and 9 pupils have three timetabled Literacy Support lessons. These sessions allow additional access to *Spellzone* and *Edconnect*. These computer programs are carefully monitored by the Literacy Co-ordinator.

In Key Stage 3, pupils' reading ages are tested regularly. Year 7 pupils are tested at the beginning of September and again in May. Year 8 and 9 pupils are tested in October. Any pupil significantly below their chronological age will receive paired reading intervention once a week or be paired up with a Year 9 reading buddy.

Spelling ages are also tested annually and pupils below the expected level will be entered onto the *Spellzone* spelling program. Handwriting intervention is also provided on a termly basis and delivered by the Special Educational Needs department.

### **Every pupil is therefore entitled to:**

- equal rights of access to the curriculum, regardless of their reading and writing ability.
- a right to be taught the literacy skills and conventions particular to each subject.
- be able to learn to read and write in a continuous process for pupils at every age and level.

### **What every teacher should do**

At an appropriate moment, every teacher should:

- teach the literacy skills and conventions particular to their subject.
- teach the spellings and meanings of key words in their subject.
- provide examples of well-written work in the subject to act as a model.
- demonstrate how to compose a good written piece in the subject.
- incorporate literacy objectives in planning, teaching, monitoring and marking.
- build specific literacy teaching into schemes of work, and develop progression over the years.
- introduce pupils to the structure, lay-out and organisation of core textbooks and texts.
- allow reading time for slow readers or reading texts aloud.
- promote active reading through use of the *Reading Toolkit* strategies displayed in classrooms, e.g. highlighting, skimming, scanning.
- Use the literacy mark scheme to indicate mistakes/errors.

### **Every department area should have:**

- a display of key words preferably supported by visuals.
- a portfolio of well-written exemplars.
- a copy of the *Reading Toolkit* in every classroom.
- reference materials e.g. thesaurus, dictionaries, spellchecker.
- enlarged and annotated examples of writing required in the current unit of work.
- access to the literacy mark scheme symbols for assessment.

### **➤ Developing Speaking and Listening**

By enabling pupils to:

- Value and respect others.
- Appreciate talk as a valuable area of learning.
- Speak to match audience/purpose.

- Use a varied vocabulary and Standard English when talking.

### **Developing Reading**

- Provide texts with appropriate readability levels.
- Respect a balance of culture/gender.
- Provide resources which enable pupils to be independent.
- Provide opportunities for use of the *Reading Toolkit* strategies.
- Promote reading for pleasure.

### ➤ **Developing Writing**

- Offer models for writing in a range of forms from the *Writing Toolkit* or other sources.
- Draw attention to purpose and audience.
- Help with handwriting, speaking and presentational aspects.
- Provide opportunities for extended writing
- Spell key vocabulary.

Across the college, teachers will set literacy targets for improvement using the literacy mark scheme. The areas for improvement are embedded into the teacher's feedback and the use of the purple pen in dedicated DIRT time can help to boost pupils' levels or grades by their own self assessment of literacy elements.

Research shows the most important component of any attempt to raise literacy competency is to enhance the classroom context. 'It goes beyond the teaching of basic skills - the mechanics - to a consideration of how all teachers create opportunities for the use of literacy within a flexible and supportive teaching environment'.

Managing the Literacy Curriculum

'Literacy is a tool for wider enquiry and understanding'.