

LITERACY POLICY

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LITERACY ACROSS THE CURRICULUM

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LITERACY POLICY

Guidance for staff

Aim for good practice in:

A.	Speaking and Listening by:- <ul style="list-style-type: none">Ø encouraging listening respectfully – 'quality audience'Ø identifying/understanding what has been saidØ giving presentationØ explaining clearlyØ discussing in a focused wayØ hypothesisingØ analysingØ offering useful suggestionsØ using standard English in formal situationsØ teacher modelling good practiceØ using higher level vocabulary where appropriateØ offering opportunities for S+L activities in syllabus
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B.	<p>Reading</p> <ul style="list-style-type: none"> Ø texts should be of appropriate level of challenge for pupils Ø teachers should be aware of reading ages/abilities Ø encourage <ul style="list-style-type: none"> - reading for pleasure - skimming - scanning - research skills - reading fiction and non fiction Ø staff should model positive attitudes to reading
C.	<p>Writing – at the outset:-</p> <ul style="list-style-type: none"> Ø model expected/intended outcomes Ø show examples of finished work Ø provide writing frames where appropriate Ø give lists of vocabulary and phrases to be used Ø encourage proof reading Ø be explicit about layout/format – see guides on walls and in planners Ø be explicit about style e.g. letter, report, diary Ø be explicit about level of formality
D.	<p>Marking</p> <ul style="list-style-type: none"> Ø give suggestions on how to move on to next level Ø acknowledge the positives Ø correct basic errors in sentence construction i.e. capital letters and full stops Ø correct subject specific and high frequency spellings Ø ask pupils to do corrections/write words to learn in planners/revise them/write words in margin. Ø Teachers to mark in green pen with responses made in purple pen. Ø Report one assessment per half term to SIMS and mark all formative work systematically.

LITERACY – A WHOLE SCHOOL APPROACH

The development of literacy requires a whole school approach. This requires:

- Ø The understanding that raising levels of literacy is a challenge for the **whole** curriculum and **every** subject teacher;
- Ø Developing a shared understanding between all staff of the role of literacy in pupils' learning and how work in all subjects can contribute to and benefit from the development of pupils' ability to communicate effectively.
- Ø Being clear about the ways in which teachers' work with pupils contributes to the development of pupils' communication skills.

- Ø Knowledge and understanding of the pupils' standards of achievement in reading and writing, and the identification of areas of strengths and weaknesses.
- Ø Taking account of the needs of all pupils.
- Ø Planning and structuring lessons appropriately in ways that support literacy development and showing how learning objectives for pupils are to be achieved.
- Ø Recognising how resources need to be organised and used to support this teaching.
- Ø Monitoring and evaluating the success of common aims, shared expectations of pupils' progression in reading and writing and specifically establishing whether targets have been achieved.

READING DEVELOPMENT

Principles

- Ø All departments should agree the specific reading demands required in their subject area.
- Ø Teachers should build into schemes of work and lesson plans, opportunities for the development of reading, particularly for development beyond initial reading.
- Ø Pupils should be taught how to find information in books by using organisational devices to help them decide which parts of the material to read closely. They should be given opportunities to read for different purposes, adopting appropriate strategies for the task, including skimming to gain an overall impression, scanning to locate information and detailed reading to obtain specific information.
- Ø Pupils should be taught to:
 1. pose pertinent questions about a topic they are investigating;
 2. identify the precise information that they wish to know;
 3. consider an argument critically;
 4. make sufficient notes;
 5. use dictionaries to explain unfamiliar vocabulary;
 6. note the meaning and use of newly encountered words;
 7. represent the information in different forms.
- Ø Teachers should develop pupils' skills in reading and using a wide range of sources of information and evidence in the following forms:
 1. textbooks;
 2. reports and publications;
 3. descriptive and personal accounts;
 4. encyclopaedias and reference books;
 5. fiction and poems;
 6. newspapers, magazines (articles, reports, letters, opinion columns);
 7. internet
- Ø Departments need to consider in detail the quality and depth of what pupils read, considering, for example, the length of sentences and the difficulty of words, and any support provided by diagrams, illustrations etc.

- Ø Pupils need to be taught how to gain access to text independently, through using catalogues in the library, indexes and the computer.
- Ø Tutors should encourage use of Accelerated Reader in Year 7s during tutor silent reading slots.

WHOLE SCHOOL AND DEPARTMENT ISSUES

- Ø In general, poor readers have not read enough. If they did not read sufficiently when younger, how may they be helped to do so now they have reached secondary school? (NB: Is it simply a question of motivation).
- Ø How can we ensure low reading age pupils engage in interventions?
- Ø What do we know about boys' reading habits in our school? How might we find out more and prompt them to read more, or different kinds of materials?
- Ø How might we involve parents in promoting reading, helping with spelling, checking work etc.
- Ø How fragmented are the reading experiences that take place in our subject? How might we promote more continuous reading?
- Ø How often do we provide models, frames or vocabulary to guide pupils' writing in the formal and structured manner required in Key Stage 3.
- Ø SEN pupils:
 1. How do we know that SEN pupils are making progress in our subject?
 2. How do we plan for their progress?
 3. How do we help when support is not present?
 4. Do our procedures generally bring about sufficient progress for support to be reconsidered?
- Ø More Able pupils – how do we stretch them?
- Ø How do we continue to ensure Pupil Premium pupils make good progress?
- Ø How can we use LSAs and other support staff to boost our literacy provision?
- Ø How can we counteract the underachievement of boys?
- Ø How can ipads play a part in supporting literacy?
- Ø How can we help to develop skills needed for KS4?
- Ø How do we ensure all pupils are given an appropriate level of challenge?
- Ø How do we ensure all marking and teaching is consistent throughout the department?

THE DEVELOPMENT OF PUPIL LITERACY IS SUPPORTED AT NEWBRIDGE IN THE FOLLOWING WAYS

- Word walls
- Reading at the start of English lesson
- Differentiated worksheets
- Spelling lists

- Doodle homework
- Help in planners
 - Punctuation
- Writing frames
 - On worksheets
- Re-stocked library
 - Pupils choose books
 - Staff have input into library stock
 - Focus on books to interest boys
 - Pupils can order books
 - Most books are labelled in accordance with Accelerated Reader
- Library computer system
 - Tracks number and type of books read per pupil / TG / year / gender
- Library initiatives:
 - Listening books
 - Group readers
 - More books to interest boys
 - More books aimed at pupils with high reading skills
- Tutor Group reading
 - During 35 minute afternoon registration
 - Teachers modelling reading
 - Boxes of books are available to tutors
- Reading, literacy and World Book Day assemblies
- Tutor Group Current Affairs slots – speaking & listening skills
- Book fair – Scholastic in library – annual event during induction days
- Scholastic Book Club – pupils can purchase books once a year
- World Book Day tokens
- Staff given training in GSM and Teacher Days.
- Use of data to target groups of pupils requiring Learning Support.
- Pupils complete all work in exercise books for simplicity of progress tracking.
- Library lesson timetabled once a fortnight for all pupils.
- Regular Accelerated Reader lessons.
- Support concentrated on bottom sets with greater number of pupils with low standardised scores.
- Mixed ability groups
- National Curriculum syllabus followed by all sets but modified according to ability.
- GCSE style summative assessment at the end of year and nine.
- Pupils rewarded for participation in Accelerated Reader with prizes and recognition in Achievement Assembly.
- Low reading ages identified and invited to attend Rapid Plus reading programme on Tuesday afternoon for Year 7.
- Letter sent to Year 7 pupil parents to advise how ipads can be used to read books via Kindle App.
- One-to-One Tuition for Pupil Premium including spelling and inference.

- Spelling intervention for pupils with low spelling ages.
- Regular ACE meetings to ensure transition from KS3 to KS4 is a success.
- Theatre visits e.g. Shrek, Boy in the Striped Pyjamas Curious Incident of the Dog in the Night-Time

MONITORING AND EVALUATION STRATEGIES

1. All Year 7 pupils are tested on entry
 - STAR Reading Tests
 - Vernon spelling tests
2. All pupils are re-tested twice a year using the same adaptive tests.
3. Progress is monitored in our Department database which is distributed to all English/SEN teachers, all Heads of Department, LSAs who need it.
4. All Year 9 pupils who underachieve in assessments are identified and invited to retake the assessment.
5. Work scrutiny.
6. Learning walks to monitor effectiveness of teaching and assessment.
7. Regular moderation in department meetings and during lesson time.

Appendix 1

Dear Parent/Carer,

I am writing to offer advice as to how you and your child can use the iPad for reading.

You child's iPad has had the Kindle app preloaded onto it. The Kindle app does not require an Apple ID. This means that it can be used to download books for your child to read in school and at home. Kindle e-books come at a more attractive price, with many books that can be downloaded for free. Along with this, your child can download a sample of the book from the app's 'Book Browser' to see whether they enjoy it. Also, the Kindle app has the added benefit of an in-built dictionary meaning your child only needs to tap a word to find out what it means. This is a great way to improve reading age and vocabulary. We hope that through the use of this app reading will become a more attractive prospect for your child with the ease, speed and functionality the iPad offers.

In order to make use of this app you will need to create an Amazon account for your child and then log onto it on the iPad app. If there is a book your child wishes to read, it can be purchased if you opt for 'Buy Kindle Edition' on the Amazon website. This will then automatically be sent to the Kindle App library ready for reading.

It is advised that the password for your Amazon account is kept secure and private from your child for safety reasons.

Children who are reading books through this app are welcome to use their iPad in their library lessons and silent reading sessions.

Please be reassured that Newbridge High School continues to stock and supply a wide range of books. The above is simply for your information and your child continues to have unlimited access to a wealth of free literature in the library and in English lessons. This approach is merely an option. Newbridge High School will also continue to encourage traditional paper book reading.

If you have any questions please do not hesitate to contact me.

Your faithfully,
Chloe Whitham
Head of English

As you probably know, we encourage all pupils at Newbridge to read widely and regularly both at home and at school. It has been proven that pupils who read frequently go on to achieve higher GCSE results.

We test all pupils' reading age 6 times a year and in the last test, your child's reading age was below their actual age. It is therefore very important that we work together to improve their reading age.

At school we have one library lesson a fortnight, a silent reading slot in tutor time and each year we read a book as a class. Some pupils also take part in a paired reading scheme where pupils are paired with more experienced readers to read together once a week.

It would really benefit your child if you could also support reading at home. The lure of phones, televisions, computers and game consoles can be a huge distraction and reading skills can consequently suffer.

We've listed some ideas overleaf as to how to can support your child's reading. I hope you find them useful.

Thank you for your support and cooperation.

1. Download free ebooks or find fanfiction on the internet. Many children find reading more enjoyable when they can do it on their tablets, computers or phones.
2. Agree that video game play/social media time is matched with some time reading.
3. Put subtitles on TV programmes.
4. Listen to audiobooks.
5. Read the same book as your child to encourage discussion
6. Let your child see you reading.
7. Set a time for reading – studies show that reading a book before bed promotes healthy sleep.
8. Allow your child to read a range of texts, especially ones that match their interests. Comics, magazine, newspapers and lots more are all acceptable. Reading is not just about books.
9. Make books a treat/reward.
10. Encourage your child to look up new vocabulary.
11. Use the school or local library to obtain books.

