

Stretford High School



Literacy Policy

Ratified by the Board of Governors:	December 2023
Due for review:	December 2026

Aims

At Stretford High School we believe that in order to equip our students to become lifelong learners it is imperative that they are proficient in reading, writing, speaking and listening. We characterize literacy as the skill set that is needed to be able to communicate effectively, be that through reading and understanding texts with confidence; writing to communicate ideas or listening to and expressing a viewpoint orally. At the heart of all of these skills a grasp of a wide range of vocabulary is essential; alongside the ability to recognize and understand meaning in texts, so that students can express their own meaning in writing and verbally.

We recognize the importance of understanding our students' current grasp of literacy, identifying and plugging gaps in literacy skills and enriching and extending skills. As a result, we recognize all staff as teachers of literacy and support and plan for opportunities to address literacy across the curriculum, utilizing home support to further enhance this provision.

Definition

Stretford High School considers the definition of literacy to be all three components of effective language use - speaking and listening, reading and writing. The aim of this policy is to recognise that all teachers are facilitators of literacy through their subject. By applying a consistent literacy policy throughout the school, we aim to raise literacy attainment at every level of ability, in all subject areas, in order to maximise the potential of every student, and to ensure that all students have the opportunity to become effective readers, writers and communicators.

Overview

A whole school literacy policy is necessary because:

Students need support to:

- Improve vocabulary
- Improve reading fluency and comprehension
- Improve written communication
- Improve oracy and active listening

Staff need support to:

- Understand the importance of literacy and opportunities for addressing literacy across the curriculum
- Deliver consistent and effective literacy provision across the curriculum
- Understand and utilize reading age data when planning for their classes
- Deliver targeted support to meet the needs of students

Parents need support to:

- Understand their child's literacy needs
- Be able to support their child to improve their literacy skills at home

Roles and Responsibilities

Senior Leadership Team

The Senior Leadership Team will implement the policy by:

- Ensuring that Subject Leaders develop and regularly evaluate the implementation and impact of the literacy policy
- Carrying out learning walks, book scrutiny, student voice, staff voice and parent voice to measure perceptions of and evaluate the impact of the literacy policy.
- Ensuring all students in the school take a reading age test once a year in KS3. The results are to be made available to the whole staff team to inform planning/ provision
- Delivering high quality whole school training to staff to support the implementation of the Literacy Policy.
- Working closely with the Department Lead for English to collaborate on the development,

implementation and evaluation of the literacy strategy.

SENDCO

The school's SENDCO will implement the policy by:

- Training staff to a high level to ensure the effective delivery of specialist literacy interventions
- Identifying and monitoring students who have difficulty with literacy (reading SAS of below 88 or 89-96), creating access to specific literacy programmes appropriate to need
- Ensuring the range of interventions offered suits the needs of learners and yields rapid and sustained progress
- Tracking the progress of students who receive intervention and evaluating and reporting on the impact of interventions in a timely manner

Refer to SEND provision and policy for further detail on roles and responsibilities of staff delivering interventions

Subject Leaders

Subject teachers will implement the policy by:

- Completing regular, rigorous monitoring and evaluation in the form of learning walks, lesson observations, book scrutiny to assess implementation and impact of the literacy policy in their department
- Ensuring their subject area has compiled a list of key tier 2 vocabulary that is embedded over a series of lessons/ exposures using the Frayer model in KS3 with the specific aim of improving comprehension of curriculum content and written communication skills
- Developing planned opportunities for students to read widely and often across subjects to a high standard, with fluency and comprehension appropriate to their age.
- Embedding opportunities into all KS3 SOWS for the explicit instruction of improving and embedding reading skills via planned for DARTs
- Ensuring teaching staff utilize reading age data and where relevant implement specific support strategies to support students
- Work with the school librarian to create independent further reading lists for students who wish to read independently – these should be shared with students and displayed in subject areas
- Work with the school librarian to identify and plan for opportunities to expose students to reading opportunities/ access to the library with the aim of promoting reading for learning and/or for pleasure

Subject Teachers

Subject teachers will implement the policy by:

- Ensuring they are aware of reading age data and specifically noting students who have scored below 88 or scored 89-96 on their venns – where applicable noting a specific reading strategy to implement in class for students on their venns
- Encouraging and facilitating students to take ownership of their written literacy by providing an action for students to address literacy errors in written mid-point assessments (where relevant to subject). See assessment and feedback policy for more detail.
- Ensuring the explicit teaching of key words and a list of key tier 2 vocabulary that is embedded over a series of lessons/ exposures using the Frayer model* in KS3, with the specific aim of improving comprehension of curriculum content and written communication skills *see appendix
- Ensuring exposure to high quality texts and related DART activities (minimum once per HT)
- Encouraging students to use dictionaries, which will be made available in all classrooms.
- Being aware of and planning for opportunities to promote reading fluency through the reading of high-quality texts
- Supporting students to plan for and structure written responses to ensure effective written communication
- Use & remove writing supports at a pace which supports independently effective written communication
- Being aware of and planning for opportunities to close the vocabulary gap – identifying vocabulary that students may not be aware of and addressing knowledge gaps when introducing new vocabulary outside of planned for explicit vocabulary instruction
- Ensure students use formal Standard English in their writing and oral work as appropriate.

Where applicable:

- Encouraging students to structure their work with paragraphs to signal a change of topic, change of speaker, change of time and change of place
- Encouraging students should use punctuation, including full stops, commas, semi-colons, question marks, apostrophes, quotation marks and speech marks, correctly
- Encouraging all students to begin a sentence with a capital letter, along with all proper nouns. Mistakes should be identified by staff and corrected by students.
- Encouraging students to use discursive markers or connectives, such as ‘finally’ and ‘however’, to signal the development of an argument or their opinion, or their consideration of another’s opinion. These connectives should appear in formal written work in order to aid clarity and understanding by the reader
- Actively encouraging students to plan, organise, draft, edit and reflect on their writing. Writing frames can be useful to promote extended writing. Offer students a model for writing in unfamiliar forms or for unfamiliar purposes.
- Promoting active reading and research strategies that involve negotiating an index or the contents of a book.
- Encouraging students to make use of different reading techniques, such as skimming, scanning or reading intensively according to the nature of the task.
- Encouraging students to retrieve and locate information from a text, so they select or note only what is relevant.
- Develop specific opportunities for individual, pair and small group speaking and listening activities. Talk can be used to explore and evaluate, to ask and answer questions, to plan, discuss and evaluate their own speaking and listening and to solve problems collaboratively
- Planning and embedding opportunities for students to read widely and often from a variety of high-quality texts across subjects, to a high standard, with fluency and comprehension appropriate to their age.

Librarian:

The school librarian will implement the policy by:

- Encouraging a whole school reading culture by planning, facilitating and arranging student's participation in literary events and author visits to celebrate and promote reading at whole school level
- Utilizing student voice monitor and evaluate student engagement with the library
- Providing half termly reports on borrowing data to evaluate engagement with the library and identify subgroups with which to address low borrowing figures
- Planning for increasing engagement with the library / loans through targeted events, resources and communication with students/parents and carers and staff as appropriate
- Providing initial and continuous guidance/advice to pupils and staff contribution to curriculum development by liaising with departments and teaching staff
- Supporting staff in the delivery of library lessons
- Co-ordinating and delivering relevant interventions to help pupils improve their literacy skills and reading ages
- Tracking the progress of students who receive intervention and evaluating and reporting on the impact of interventions in a timely manner
- To plan and lead extra-curricular activities to promote reading/literacy (e.g. book clubs etc.).
- Responding to loan data, create and regularly change and update displays to promote reading for pleasure, library extra-curricular, and literacy and reading initiatives across the school.
- To develop networks with other library professionals to share best practice

Students

Students can support this policy by:

- Writing answers to questions using full and complete sentences.
- Spelling words correctly and using support materials (e.g. dictionaries, ~~word walls~~) to help spell words they may find difficult
- Correcting literacy errors in work as part of feedback lessons
- Using formal Standard English in their writing as appropriate
- Developing their knowledge and application of Tier 2 vocabulary by engaging in activities in lessons to learn the meaning of new words and making a conscious effort to use tier 2 vocabulary across the curriculum in their class work
- Utilizing the school library and taking ownership of their reading for pleasure

Where applicable:

- Structuring work with paragraphs to signal a change of topic, change of speaker, change of time and change of place
- Using punctuation, including full stops, commas, semi-colons, question marks, apostrophes, quotation marks and speech marks, correctly
- Beginning a sentence with a capital letter, along with all proper nouns
- Use discursive markers or connectives, such as 'finally' and 'however', to signal the development of an argument or their opinion, or their consideration of another's opinion
- Planning, organising, drafting, editing and reflecting on their writing

Parents and Carers

Parents can support the implementation of this policy by:

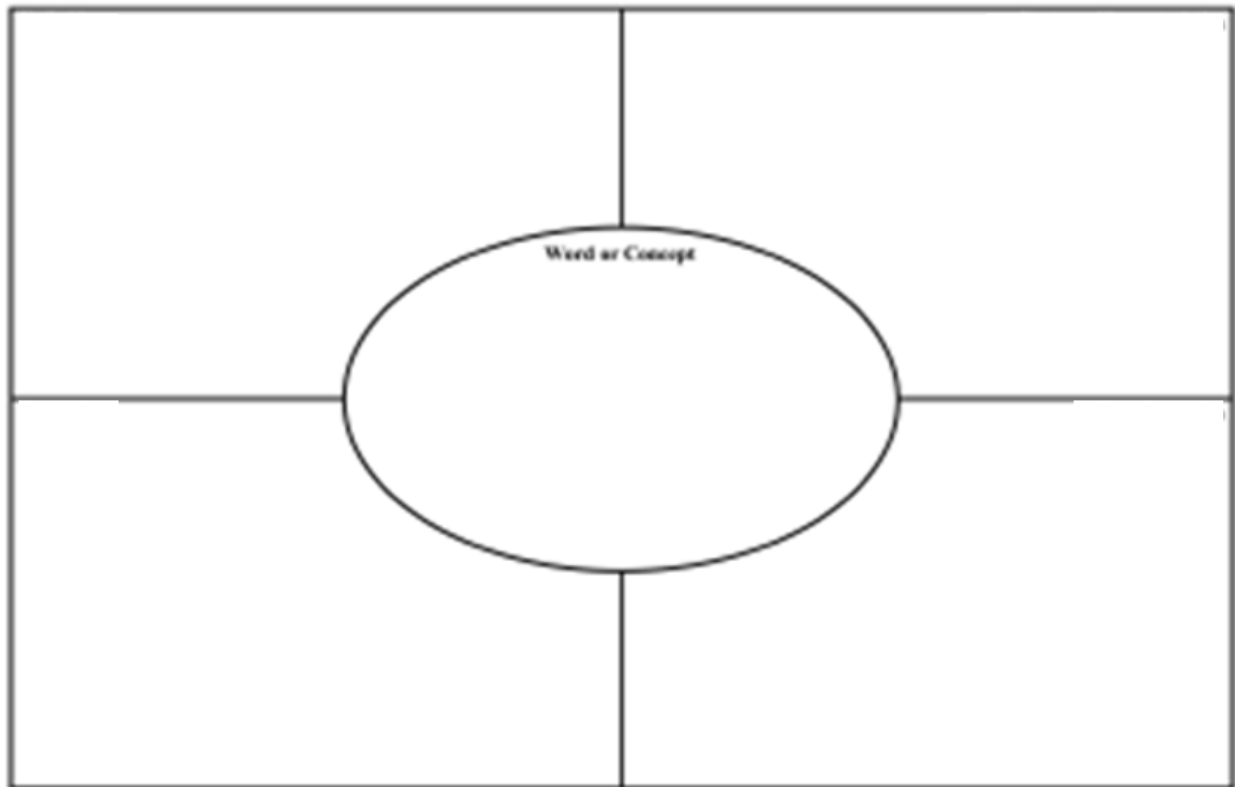
- Reading with their children and encouraging them to read more widely
- Encouraging their child to attend intervention if they have been invited
- Visiting libraries or literacy events

- Supporting the school in providing a bag that can accommodate books comfortably.
- Making every effort to attend parents' evenings when requested

Governors

It is the role of the governing body to monitor and evaluate the effectiveness of this policy.

Appendix 1:



The Frayer model can be adapted to suit the needs of your subject but one box should be the definition which students write, ideally in their own words.

Other boxes could include:

- Etymology
- Morphology
- Synonyms
- Antonyms
- Examples
- Non-examples
- Use it in a sentence
- Create an image to represent the word
- Different contexts the word is used in/ other subjects
- Alternative or additional meanings the word has