

LITERACY POLICY

Good Literacy skills are vital if young people are to be successful at school and in the wider local, national and international community. At Bridlington School Literacy is therefore very high profile. We aim to develop Literacy skills both within English lessons and also within all subject areas. We also have a comprehensive range of intervention strategies to support students who experience difficulties with Literacy.

All teachers are teachers of literacy. As such, the staff of Bridlington School is committed to developing the literacy skills of all of our pupils because:

- **all** pupils need vocabulary, expression and organisational control to cope with the cognitive demands of all subjects;
- reading helps us to learn from sources beyond our immediate experience;
- writing helps us to sustain and order thought and express our understanding;
- language helps us to reflect, revise and evaluate the things we do and the things others have said, written or done;
- responding to higher order questions encourages the development of thinking skills and enquiry;
- improving literacy and learning has an impact on pupils' self-esteem, on motivation and behaviour. It allows them to learn independently. It is empowering.

AIMS:

By Year 11, our students will have developed the necessary literacy skills to enable them to succeed both in external examinations and in life.

Speaking and Listening

We aim to teach students how to participate orally in groups and in the whole class, including:

- using talk to develop and clarify ideas;
- identifying the main points to arise from a discussion; listening for a specific purpose; discussion and evaluation.

Reading

We aim to teach students to:

- read for pleasure;
- read for information;
- read fluently;
- read with greater understanding;
- locate and use information;
- provide evidence for arguments;
- follow a process or argument;
- summarise;
- synthesise and adapt what they learn from their reading.

The English Department will lead the initiative through the teaching of the Year 7 and Year 8 Reading Skills Courses.

Each department will promote reading through:

- *teaching students and modelling how to read in ways that are special to that department's subject needs;*
- *encouraging students to use a range of reading strategies to improve their understanding;*
- *encourage students to organise and structure information and ideas gathered clearly.*

Writing

We aim to develop students written language skills through:

- teaching basic grammar and punctuation;
- using the modelling process to make explicit to pupils *how* to write;
- being clear about audience and purpose;
- providing opportunities for a range of (sustained) writing;
- engaging students in peer and self-assessment, sharing success criteria and allowing students to set personal targets for improvement;
- providing students with diagnostic marking and feedback about their writing;
- maintaining up-to-date displays of written work, punctuation and grammar rules;

PEE(L)

Where appropriate, departments will encourage students to use the PEE(L) framework:

*Point – state your opinion or point (this can be used to reinforce topic sentences);
Evidence - provide the proof to back up your point, (this may be in the form of a quotation);*

Explain and Evaluate – explore the evidence, explain how it backs up your point, evaluate its source etc.

Link – link to another point/argument/ or within English, explore the implied meaning of language.

This will include being able to write using accurate punctuation and clear paragraphing to structure ideas. Students will also have developed the skill of reading for meaning, enabling them to understand what examination questions require them to do.

Where relevant, all schemes of work and all lessons should include specific literacy objectives. Literacy should also form part of lesson starters and plenaries, when it is appropriate to the focus of the lesson

Roles and Responsibilities:

• Governors, Senior Leaders and Middle Leaders will:

- lead policy development;
- give a high profile to literacy;
- review the Literacy Policy annually.

• The English Department will:

- provide pupils with the knowledge, skills and understanding they need to read, write and speak and listen effectively;
- give students access to schemes of learning which support progression and an even coverage of the four main skills (speaking, listening, reading and writing);
- help students to read and write with confidence, fluency and understanding, using a range of independent strategies to self-monitor;
- help the students to understand a range of text types and genres;
- identify literacy priorities, targets and objectives and the particular contribution they can make; contribute to the whole school audit;
- use data to identify curricular targets.

• The Literacy Co-ordinator and Cross-Curricular Skills Co-ordinators will:

- support departments to implement strategies to develop cross curricular literacy skills;
- encourage departments to learn from each other's practice by sharing ideas

- **The SEN Department** will:
 - provide intervention for students whose literacy skills have been identified as needing support through programmes such as Boost (Nessy, Lexia, Paired Reading etc) One-to-One Tuition and Literacy Plus;
 - develop Literacy IEPs which will be regularly updated for all students receiving intervention.
- **Teachers across the curriculum** will support the English department and Literacy Team by contributing to pupils' development of spoken and written language including:
 - identifying students who require literacy intervention;
 - identifying the strengths and weaknesses in students' work;
 - teaching specific literacy skills within their lessons (where appropriate);
 - identifying progression in the main forms of reading, writing, speaking and listening and adapting teaching plans accordingly (where appropriate).
 - adopting the English Marking Policy when marking extended writing.

Monitoring and Evaluation

We will make use of available data to assess the standards of students' literacy. SLT, the Head of English, the Literacy Co-ordinator, the SEN Department and Cross-curricular Co-ordinators will meet regularly to monitor progress in the school through:

- spelling, reading and sentence completion tests on entry, annually and at the end of each intervention programme to monitor impact (data available to all staff through SIMS);
- Literacy IEPs;
- sampling work – both pupils' work and departmental schemes;
- observation – pupil pursuit and literacy teaching;
- meetings;
- teacher referrals;
- student interviews;
- scrutiny of development plans;
- encouraging departments to share good practice by exhibiting or exemplifying students' work which is levelled using NC/GCSE/A Level Grades as appropriate.



**Including All Students
(See SEN Policy for further details)**

We will teach our students with literacy difficulties appropriately, supporting their learning and providing them with challenges matched to their needs and abilities, through using a range of teaching strategies such as guided group work, writing frames and oral activities.

Date adopted by Governing Body: Review date:
Signed (Chair of Governors)