



## Bridlington School

### Literacy Policy



Approved by:

Last reviewed on:

Next review due by:



**Lead Practitioner for Literacy: Sarah Johnston**

***Literacy is the key to unlocking learning***

## Raising the Standards of Literacy at Bridlington School.

### Literacy

Literacy is important because it enables students to gain access to the subjects studied in school, to read widely, and to communicate effectively. Good literacy skills are vital if young people are to be successful not only at school, but in the wider local, national and international community.

### Aims

Bridlington School is committed to raising the standards of literacy for all of its students, so that they develop the ability to use literacy skills effectively and with confidence in all areas of the school curriculum. We aim to provide learners with the cultural capital they need to be successful and deal with the demands of further education, employment and adult life.

### All staff should:

‘Demonstrate an understanding of and take responsibility for promoting high standards of **literacy** and the correct use of standard English, whatever the teacher’s specialist subject.’ (Teacher Standards, September 2012.)

Our overarching aim is to promote high standards of language and literacy by equipping learners with a strong command of the spoken and written word and to develop their love of literature through widespread reading for enjoyment.

We aim for students to:

- Read easily, fluently and with understanding;
- Develop the habit of reading widely;
- Appreciate our rich and varied literacy heritage;
- Acquire a wide range of vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language;
- Write clearly, accurately and coherently, adapting language and style in, and for, a range of contexts, purposes and audiences;
- Use discussion in order to learn; to elaborate and explain clearly understanding and ideas;
- Develop oracy through opportunities for speaking and listening, including discussion, debate and making formal presentations.

## Key Skills

### Reading

We want our students to enjoy reading, to be able to use reading to help them learn and to develop increasing confidence and competence in reading so that they are able to:

- read widely
- 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.

### Writing

Pupils who have a secure understanding of how to compose written work are able to communicate their views and ideas effectively. As pupils progress to employment this continues to be a positive skill that will support their ability to communicate in other areas.

Most lessons include and depend on written communication. We want our students to develop increasing confidence and competence so that they are able to:

- use basic grammar and punctuation accurately;
- write for different audiences and purposes;
- sustain extended writing;
- make vocabulary choices in writing,
- plan, draft and edit their writing.

### Speaking and Listening

We want our students to develop confidence and competence in speaking and listening so that they are able to:

- use talk to develop and clarify ideas;
- improve their use of expression and vocabulary;
- identify the main points that arise from a discussion, listen for a specific purpose and discuss and evaluate.



## Roles and Responsibilities

### Senior Leaders will:

- Lead, monitor and provide high profile to literacy.

### Middle Leaders will:

- Ensure that opportunities for disciplinary literacy are clearly identified in schemes of work, and that there is obvious progression through the key stages;
- Ensure the school's marking for literacy policy is embedded in the department;
- Ensure that all texts used within the department and wider reading books are accessible to all students;
- Ensure that the department's instruction of reading, writing, speaking and listening is in line with whole school's recommended pedagogy as outlined in the Reading and Literacy Handbook;
- Ensure that all department members are aware of the literacy demands of their subject and that progress is reviewed termly.

### The English Department will:

- Provide students with knowledge, skills and understanding they need to read, write and speak and listen effectively;
- Plan schemes of learning which support progression and an even coverage of the four main skills (speaking, listening, reading and writing);
- Encourage students to read and write with confidence, passion, fluency and understanding;
- Enable students to read a broad range of text types and genres;
- Identify literacy priorities, targets and objectives;
- Address common errors, misconceptions and explicitly plan to address these;
- Assess record, monitor and use a range of data to identify curricular targets and provide intervention, where necessary or appropriate;
- Encourage reading widely and expose students to a wealth of literature
- Provide opportunities for wider reading;
- Model fluent and prosodic reading;
- Share their passion for reading and recommend books and authors.

### The Lead Practitioner for Literacy will:

- Support departments to implement strategies to develop cross curricular literacy skills;
- Develop and implement disciplinary literacy strategies;
- Encourage departments to share best practice (led by Literacy Links representing each subject area);
- Coordinate, monitor and report on reading and interventions (e.g. Reading Plus and Fresh Start intervention programmes);



- Collate, monitor and respond to teacher and student voice and engagement.
- Promote reading widely through extra-curricular activities (such as World Book Day celebrations etc.)

## **SENDCO and Teaching Assistants will:**

- The SENDCO will assess students and ensure that access arrangements are in place for students who struggle with literacy skills;
- The SENDCO will facilitate Teaching Assistants in order for them to support students with literacy;
- Monitor literacy provision within lessons;
- Advise teachers of strategies to use within lessons;
- Model oracy;
- Monitor and review literacy targets, where applicable.

## **Teachers across the curriculum, as outlined in the Reading and Literacy Handbook, will:**

- Prioritise and maximise opportunities to teach vocabulary;
- Address specific literacy skills within their lessons, where appropriate;
- Support the English department and Literacy Team by contributing to pupils' development of spoken and written language;
- Use the modelling process to demonstrate how to read and write;
- Model oracy and encourage students to articulate and develop verbal responses (Say it again better);
- Use scaffolding and supportive techniques in order to support extended writing;
- Share best practice between colleagues to ensure consistency of approach and support colleagues where needed;
- Liaise with the Literacy Lead Practitioner, where necessary, to ensure that texts are age, reading age and content appropriate, while still challenging;
- Prioritise reading in lessons to ensure opportunities are provided for students to access and appreciate a wealth of literature;
- Provide opportunities for students to read and access a range of texts and provide opportunities for a range of writing (including extended writing, where appropriate);
- Promote a reading culture (by sharing and recommending texts, reading in lessons and tutor time, for example);
- Use the Whole School Literacy Marking Policy Codes in line with Whole School and Department Marking Policies (see appendix A).

## **Tutors will:**

- actively participate in Literacy based Tutor Time activities;
- encourage students to become independent readers;



- foster an environment where silent reading is encouraged e.g. during DEAR;
- model and share their own reading and recommend books/ authors;
- be monitored by the Lead Practitioner for Literacy, through Bit Lit/DEAR drop ins and online tracking of participation.

## **Students will:**

- Read a range of texts and engage in reading across the curriculum;
- Actively participate in DEAR in KS3 and BIT LIT across KS3 & KS4;
- Take increasing responsibility for recognising their own literacy needs and making improvements;
- Have access to and utilise the school library.

## **Parents can** support the implementation of this policy by:

- Reading with their children and encouraging them to read more widely;
- Buying or borrowing books as presents;
- Visiting libraries or literacy events;
- Supporting the school in providing a bag that can accommodate books comfortably.

## **Governors:**

It is the role of the governing body to monitor and evaluate the effectiveness of this policy and its practice. They will be informed of its impact through:

- Receiving feedback on this in the regular teaching and learning feedback provided by the Head teacher, Associate Head teacher or Assistant Head teacher.

## **Learning Environment**

Bridlington School is committed to providing:

- Displays of reading material relevant to the topic or national curriculum subject; each classroom, where appropriate, should promote disciplinary vocabulary which students are encouraged to use regularly;
- High quality reading material, which is up-to -date, relevant and balanced in its presentation of ethnicity, culture and gender;
- Access for students to the school library;
- Departmental libraries containing a selection of accessible reading material;
- Dictionaries, glossaries and lists of appropriate subject vocabulary that are available during lessons, and which students are encouraged to use;
- Access to appropriate audio visual equipment;
- A classroom environment which is conducive to good literacy practice.

## Planning

When planning lessons, teachers should use the strategies as listed in the Reading and Literacy Handbook:

- Provide opportunities for students to access a range of texts that are age, reading age and content appropriate, yet challenging;
- Read aloud, scaffold, reread and encourage students to read aloud;
- Plan opportunities to practise comprehension skills;
- Explicitly teach Tier 3 vocabulary (Disciplinary Literacy)
- Use assessment for learning (through questioning and say it again better) in order to encourage extended oracy;
- Provide time to address common literacy errors;
- Plan for opportunities to read widely.

## Monitoring and Evaluation:

We will make use of available data to assess the standards of students' literacy. SLT, the Director of English, the Lead Practitioner for Literacy and the SEND Department will meet regularly to monitor progress in the school through:

- Testing KS3 using NGRT twice annually to inform and monitor intervention programmes;
- Making Reading Ages available on SIMS and intervention data available in a shared area;
- Sampling work through quality assurance work scrutinies;
- Undertaking learning walks to monitor provision and implementation;
- Scrutiny of development plans;
- Student and staff voice;

## Inclusion

Bridlington School students are entitled to our highest expectations and support. Some will need additional support and others will need to be challenged and extended. Strategies that we will use include:

- questioning or discussion;
- adapting or using texts that student can access or understand;
- the use of additional support and structured writing;
- use of group structures;
- guided reading;
- a range of resources tailored to students' needs;
- creating an atmosphere where students evaluate their own and others' work;
- providing opportunities to reflect on work and make improvements;
- providing 121 or small group intervention and monitoring impact and progress of this.



## Intervention

- In KS3 all students are tested at the beginning of the year using NGRT.
- From this we use standardised scores, along with KS2 data and our internal assessments and data to put in place relevant interventions to ensure that students have the skills to make progress through the KS3 curriculum and beyond.
- Fresh Start Phonics is delivered one to one or in a small tutor group to ensure rapid catch up of set sound knowledge. Students receive an hour a week of phonics tutoring from a specialist teacher.
- Reading Plus is delivered by a reading tutor and students receive an hour session per week on a rolling intervention timetable.
- English tutoring is available for students who may have gaps in their knowledge or skills and need extra support with accessing the curriculum. The Director of English determines who requires this provision.
- Each intervention programme tutor monitors and reports programmes to ensure that students have the right provision.
- Mid way through the year, students are retested using NGRT to track progress and to ensure that the right students are receiving the right interventions.
- Please refer to the Literacy Intervention Map for further details.