



Pedmore
High School

Aspire, Persevere, Succeed

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Shared with staff and to be adopted by governors.

“The more you **read**
the more **things** you know.
The more that you **learn**
the more **places** you’ll go.”
-Dr. Seuss

1. Rationale

At Pedmore High School all teaching staff recognise how important good literacy is for each student's development and subject leaders ensure that literacy is considered and taught in each area. Good literacy means being able to understand, explore and communicate our thoughts and ideas effectively. We want our students to become enthusiastic readers, inspirational speakers, articulate writers and sensitive listeners.

To enable students to achieve this goal, we want to:

- Create and maintain a 'literacy rich' learning environment across the school.
- Embed literacy into and across the school curriculum.
- Evaluate and maintain the quality of the teaching of literacy across the school.

Why? Ofsted says:

- Literacy supports learning. Pupils need vocabulary, expression and organisational control to cope with the cognitive demands of all subjects.
- Writing helps us to sustain and order thought.
- Better literacy leads to improved self-esteem, motivation and behaviour. It allows pupils to learn independently. It is empowering.
- Better literacy raises pupils' attainment in all subjects.

(OFSTED: Improving literacy in secondary schools: a shared responsibility, 2013)

2. Literacy Policy Aims

- Embed literacy into and across the school curriculum.
- Develop an understanding that literacy is the key for all teaching and learning, with a clear link to success in public examinations.
- Develop a shared understanding between all staff of the role of literacy across the strands.
- Raise students' own expectations of achievement, thus raising standards.

Specifically, our literacy policy seeks to ensure that when reading, writing, speaking and listening, learners are able to:

Reading

- Use skimming and scanning techniques when reading texts across all subjects.
- Learn new vocabulary through utilising a repertoire of techniques. These would include: relating the new word to known vocabulary and understanding it with the help of context and dictionaries.

Literacy Policy 2021

- Understand the etymology of language to support knowledge and build confidence with new and unfamiliar vocabulary.
- Confidently identify the purpose, audience and context of the writing and draw on this knowledge to support comprehension.
- Refer to evidence in a text across a range of text types and make inferences.

Writing

- Write clearly, accurately, fluently and effectively according to purpose and audience.
- Understand the writing process: plan, write, proofread and redraft their writing.
- Consistently be accurate with: spelling, punctuation and grammar.
- Consistently write in complete sentences.
- Always use Standard English.

Speaking and listening

- Use Standard English clearly and confidently in a range of formal and informal situations.
- To embed knowledge through oracy.
- To be able to give talks or presentations without a PowerPoint or script.

3. How we will achieve this across the three strands:

Reading

- To create an environment where reading for pleasure is promoted across the school.
- To provide time in school every week for all pupils to read – in both curriculum and tutor time.
- Reading Reward lessons for all students in KS3 and some students in KS4 to promote and encourage reading a wide variety of texts.
- For students in years 7 and 8, Registration for Reading promoted twice weekly in form time to engage with texts from both the literary canon and contemporary award winning literature.
- To support reading through a range of varied and appropriately differentiated reading resources.
- Utilise resources and incorporate ideas as part of our Word Gap Partnership with Oxford University Press.
- To promote and support reading in non-school hours.

Writing

- To provide pupils with a range of challenging writing tasks.
- To provide pupils with 'real' audiences and creative writing outlets where possible.
- To support writing with frames or scaffolds where appropriate, and use modelling well.
- To model the process of writing, as well as the finished product.
- To promote Word of the Week for KS3 in tutor time and across the curriculum.
- To ensure grammar, spelling and handwriting are supported in all subjects.
- To promote and support writing outside of the school day.

Speaking & listening

- To raise awareness of the importance of oracy and speaking well across the school.
- To always model good speaking skills.
- To provide students opportunities to talk and discuss their ideas within the classroom.
- To encourage verbal redrafting.
- To encourage a more systematic approach to the use of speaking and listening tasks. in all subjects, including the use of more formalised assessment.
- To participate in annual Spelling Bee competition for all year 7 students.
- KS3 students to participate in Forensic Reading lessons and develop debating skills with formal spoken language assessments each term.
- To provide extra-curricular opportunities for pupils to extend their speaking and listening skills.

4. What will quality literacy provision look like in practice?

- Teachers using spelling and reading standardised scores to inform lesson planning and to match activities sensitively to learners' needs.
- Teachers incorporate Word of the Week into KS3 lessons to support the learning and practise of new and challenging vocabulary.
- Teachers selecting a range of texts at levels appropriate to learners when creating lesson resources,
- Teachers consistently modelling high quality talk and in so doing consciously exposing learners to high quality vocabulary and articulate expression.
- Teachers modelling reading and explicitly teaching the skills of skimming and scanning.
- Teachers consistently modelling DEAR, talking to learners about their own reading, discussing books and ideas which stem from personal reading and recommending texts for learners to read for pleasure.
- Teachers ensuring that learners understand the conventions of text types specific to their subject.
- Teachers modelling and deconstructing writing to explicitly teach the literacy skills learners will need to successfully complete a piece of work/ unit etc.
- Teachers building explicit teaching of vocabulary into their lessons enabling learners to become 'word rich'.
- Teachers using classroom displays to make literacy visible for example by showing key word lists and how new vocabulary could be used in context.
- Teachers making learners aware of the literacy skills they are using in their subject and explicitly showing students how students can transfer these skills across all subjects.
- Engagement of all learners in Y7, Y8 and Y9 with the Reading Rewards programme.
- Further embedding of 'Fix It' time for: corrections, improvements and redrafting.
- The whole school regularly celebrating reading and writing for pleasure through competitions, displays and Head teacher commendations.

5. Marking for literacy

- All teachers will mark for literacy errors and address misconceptions using the standardised literacy marking codes for consistency.
- Marking for literacy places a clear emphasis on the need for each learner to devote time and effort into developing the quality and accuracy of their written communication.
- 'Fix It' time will be used for students to address and correct everything that has been identified by subject teachers. This will help to promote independence and resilience in learners as well as improving written communication in all subject areas.

6. Collation and sharing of whole school literacy data

- Data is to be used to inform planning and teaching strategies for all learners.
- KS2 data and SATS scores to be shared with all staff via More+.
- Blackwell spelling test ages to be shared with all staff via More+.
- Reading ages are shared with all staff on More+ and used sensitively when selecting texts and creating resources in all subjects.
- All relevant data associated with literacy is available on More+ for all teaching staff to access.

7. Developing literacy intervention strategies to support students in Y7, 8 and targeted Y9 whose reading and spelling ages are below their chronological ages. Strategies include:

- Effective use of the Reading Reward programme for Y7/8 and targeted Y9 students for extra literacy support.
- Targeted Catch Up Literacy programme for students whose reading age is significantly below their chronological age.
- Paired reading scheme with Y7 and Y10 students.
- Appoint literacy ambassadors to support with tutor based literacy activities.
- Promoting Word of the Week in tutor time for explicit vocabulary teaching.
- Continued Word Gap Partnership status for up to date intervention strategies and resources.

8. Links with Governors

- To continue to work positively alongside our governors in order to develop, monitor and evaluate the progress of our whole school literacy provision.
- To have regular visits and be updated with progress made.

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- To share and celebrate best practice of literacy at Pedmore High School.
- Governor to provide a short, written report for the Teaching, Learning, Assessment Governors meeting and to then feedback at the full Governors meeting.