

**LITERACY
POLICY
2021-2022**

Rationale

At Cefn Saeson, we expect all teachers to be teachers of literacy. Every subject across the curriculum requires pupils to use their skills in the following strands: **reading, writing and speaking and listening**. Literacy plays a central role in the individual attainment of pupils. It is therefore vital that we work together as a school to ensure pupils are continuously improving their literacy skills so **they are able to fulfil their potential as learners in all areas of the curriculum**.

It is important to consider the following definition of literacy, as taken from the LNF, when thinking about literacy across the curriculum:

“Literacy describes a set of skills, including speaking, listening, reading and writing, which enable us to make sense of the world around us. Literacy is not narrowly about the mechanics of being able to decode the words on a page or write a grammatically correct sentence, although these are essential skills in their own right. It is about the skills needed to understand written and spoken language, to interpret what has been written or said, and draw inferences from the evidence that surrounds us. It is also about being able to communicate in our turn – fluently, cogently and persuasively. Literacy is based on reading, writing and oral language development across all subject areas.”

Cross Curricular Literacy and the New Curriculum:

“As we move towards a new curriculum learners’ competence in literacy and numeracy will continue to be a priority, as a cross-curriculum responsibility for all teachers.” (WAG 2016)

As a school, we are embedding creative pedagogy as a way of supporting the delivery of the new curriculum. In 2021-2022, there will be no timetabled literacy lessons, instead literacy will continue as an embedded aspect of lessons within all AoLE. This will also be underpinned by the delivery of the Learning for Life programme in Year 7 and Year 8. One of the key rationale of this programme is to improve the independence and resilience of learners and for them to be able to apply their skills across AoLE, particularly literacy skills.

Aims

The aims of this policy document are to:

- Support students’ learning in all subjects by helping teachers to be clear about the ways in which their work with students contributes to the development of students’ communication skills;
- Recognise that language is central to students’ sense of identity, belonging and growth;
- Raise students’ own expectations of achievement, thus raising standards;
- Develop students’ confidence and self-expression;
- Promote knowledge and understanding of the students’ standards of achievement and assessment in speaking and listening, writing and reading, and the identification of any areas of strength and weakness.

Learning Opportunities

All teachers should provide pupils with opportunities to improve their literacy skills, using the National Literacy Framework and school held data as a planning tool to ascertain what level of skill pupils should be working at. The following learning opportunities should be given across the curriculum, **where appropriate and meaningful**. These can be used by staff as a guide to good literacy practice.

Form Time Literacy

- Pupils should be encouraged to participate in literacy activities during form time at least once a week. Staff can make use of the literacy sections of the 'Form Time Ideas' website and also find relevant current affairs to discuss during the session. E.g. Newsround in KS3.
- In January 2021, we began a literacy focussed partnership with the Reaching Wider team at Swansea University. During the lockdown period we sent out copies of 'The Witches' alongside physical and digital resources to all pupils in Year 7. We plan to develop this further and introduce the programme to other KS3 form groups.
- Pupils should also be encouraged to bring in their own reading material to read during form time.

Speaking and Listening

- Give pupils the opportunity to speak individually and collaboratively, discuss and listen across the curriculum. *Examples of these activities include: individual presentations, work with a talk partner, group and whole class discussions, discussions where roles are given and solving problems collaboratively.*
- Groupings should be well considered and varied e.g. mixed genders, abilities and specific language requirements e.g. EAL pupils.
- Staff should encourage pupils to speak accurately and fluently whilst being excellent language models themselves. They should remind pupils of the importance of speaking clearly and precisely.
- Pupils should be encouraged to consider audience and purpose when speaking and to adapt their language to reflect this.
- Listening skills can be demonstrated by asking pupils to summarise what they have learnt, reinterpret information or challenge it with evidence.
- Encourage pupils to ask a range of questions as well as encouraging them to think through questions themselves carefully before asking for additional help. Pupils should be encouraged to ask a range of question types.
- Allow pupils the opportunity to present their own understanding and knowledge of the subject to a new topic. This includes allowing them to bring everyday understanding to complex issues or new situations.
- Pace, depth and breadth of oral contributions should be considered.
- Speaking frames can be used to shape talk where needed but shouldn't be overly relied on, they should be used to aid progression. **A range of frames for different purposes can be found on the T Drive.**

Reading

- Give pupils the opportunity to read a range of fiction and non-fiction texts that are appropriate for their ability.
- Encourage them to have a positive attitude towards reading, especially reading for pleasure.
- Use and model a range of reading strategies to help pupils improve their literacy skills. These include, but are not limited to, the following: skimming, scanning, gist and close reading. More information on these strategies and others is available on the T-Drive.
- Offer the opportunity for pupils to participate in shared reading.
- Locate, select and use information **from a wide range of written and digital texts**. Pupils should be given the opportunity to: select detail, summarise, synthesise and identify key points as well as any other relevant skills.
- Following this pupils should be given the opportunity to: respond to ideas and information using complex reading skills, verbally and in writing. This could include, but is not limited to, the following: identifying patterns, making predictions, drawing conclusions, discussing, making comparisons, considering a range of interpretations, inferring intended meaning and evaluating its purpose.
- Use evidence from what they have read to support their interpretations. They should be encouraged to evaluate this evidence and consider its reliability.
- **Pupils' reading skills should be monitored by all staff to ensure that they are able to access the curriculum – any particular concerns should be addressed to the LitCo and the ALNCo.**

Writing

- All staff should consider two aspects when providing writing opportunities and giving feedback: content and organisation of ideas and technical accuracy.
- It is expected that the school marking policy will be implemented across the school and as such the accuracy of writing will be addressed in all curriculum areas.
- Give opportunities for pupils to write for a range of audiences, purposes and forms.
- Provide high quality model texts when introducing a new type of text.
- Offer pupils the chance to complete a piece of extended writing. This should be well organised and ideas should be developed in detail. Give pupils strategies to add more depth to their written ideas.
- Encourage pupils to draft, redraft and self-edit work.
- Help to develop pupils' ability to proofread – either their own work or that of another. They need to identify errors and correct them.
- Give pupils strategies to improve their spelling and accuracy.
- Encourage pupils to use a dictionary independently.
- Provide opportunities to extend their vocabulary, especially subject specific words.
- Limit the use of writing frames and scaffolding to a minimum, pupils should be encouraged to plan freely and imaginatively. Where they are necessary they should be as unrestrictive as possible.
- Provide high quality feedback that allows them to improve their writing. E.g 'improve spelling' is too vague. Instead, consider (for example) if there is a particular pattern they misspell.

Evidencing Literacy

It is the responsibility of the **Literacy Coordinator** to liaise with **Heads of Department** to collect and collate evidence of literacy across the curriculum. The following are key questions for all staff to consider when collecting said evidence:

- Are the examples of writing from a range of genres for different purposes and audiences?
- Are there examples of written work that has been planned, drafted and redrafted effectively? These drafts may be undertaken as handwritten, typed or a combination of both.
- Is spelling and punctuation age appropriate?
- Is there evidence of pupils developing their reading skills through tasks based on **literal comprehension, locating facts, analysing and synthesising**?
- Do pupils use **inference and deduction to make hypotheses, summarise and draw conclusions**?
- Is there clear evidence of differentiation?
- **Does feedback help pupils to improve their literacy skills? Work should be marked in line with the school's marking policy which requires basic literacy mistakes to be corrected.**
 - Is there evidence of any literacy based enrichment tasks that may occur across the curriculum?
 - ***Literacy rich tasks that are specifically tracked by departments are already mapped out and available on the T-Drive.***

Monitoring Literacy across the Curriculum

- **All departments are expected to mark work in line with the school marking policy. This policy requires staff to identify basic literacy errors in pupils' work. Peer and self-editing of extended writing pieces should also be encouraged.**
- LitCo is involved in SLT led work scrutinies to monitor the implementation of literacy across the curriculum.
- Parents receive pupils' NRT results at the end of the academic year.
- NRT results are available to staff and may sometimes inform setting decisions or differentiation but, on the whole, the school uses school based assessment for this.
- However, pupils that **score less than a standardised score of 85** in the NRT will be enrolled on one of our literacy intervention programmes (*see intervention section*).
- **Results from the Salford Reading Test and the Schonell Spelling Test are used to identify those pupils that require literacy intervention.**

Literacy Intervention

- It is key to note that differentiation and teaching strategies ensure pupils can access the curriculum in all subject areas however, there are programmes in place to help those who need a form of specific literacy intervention.
- Information about pupils' literacy progress and data can be accessed on the school T drive/Admin.
- Currently, we are targeting pupils with a standardised score of less than 85 for literacy intervention. Pupils with a standardised score of 85-90 will be monitored by the ALNCo and the Literacy TA. These standardised scores are taken from: feeder school data, NRT and any school based testing such as the Salford Reading Test or the Schonell Spelling Test.
- Pupils are, on the whole, retested on an annual basis. However, where the ALNCo or Literacy TA feel a pupil is making exceptional progress, or progress is not being made to the expected level, they will be retested sooner.
- Pupils who have made appropriate progress will continue to be monitored and will be considered for further support, at a later date, if required. Records are kept of pupils who have been part of the school's intervention initiatives to monitor progress through the key stages.

Whole School Literacy Intervention Opportunity

*During the academic year 2020-2021, pupils have been given a **BKSB** login as one of the ways in which we hope to support further literacy skill development following the outbreak of Covid- 19. The programme provides literacy intervention tailored to individual pupils, following an assessment using a diagnostic test. Pupils are able to access this in school and at home.*

Rapid Reading Plus

Pupils who are identified as having a reading age of 9.3 or under will be enrolled on the programme. They will be given an account which helps to track and monitor their progress. The weakest pupils receive this form of intervention daily, during the registration period. Other pupils are withdrawn from lessons (not core) to complete the intervention. The nature of the programme ensures that pupils are tracked and monitored closely to assess progression. Once they reach a standardised reading age they are withdrawn from the programme. Pupil progress following this intervention will be closely monitored.

Catch Up Literacy

A member of the ALN Department will be rolling out the 'Catch Up Literacy' Programme from September 2021. The member of staff is currently undertaking the training and will be based in the ALN unit to provide this form of intervention.

Spelling Intervention Programmes

Currently, the school uses the **Spelling Workshop** programme as its main spelling intervention. Pupils are chosen and assessed for this intervention in the same way as the above reading interventions.

Phonic Rocket

Some staff in the ALN Department have now received training on the 'Phonic Rocket' intervention programme. The roll out of this will also begin in full from September 2021. This is a programme used in many of our feeder primaries and will provide some continuity for the pupils who need it.

- ***If staffing and time constraints allow, some ALN staff will also be trained in Precision Monitoring spelling intervention – this will be for our pupils who require a more intense form of spelling intervention.***

Pupil Voice and Literacy

All staff are expected to be aware of pupils' reading and spelling ages, as sent out at the start of the year, and these should be used to inform planning. Staff should also be aware of which pupils in their classes are receiving literacy intervention. The following questions are designed to help guide discussions about literacy and how they feel about their skills in your lessons. Staff must encourage pupils to apply their literacy skills in all lessons and help them to evaluate these skills in order to improve.

Reading

- Do you enjoy reading?
- What type of texts would you choose to read?
- Do you feel confident reading aloud?
- What strategies can use to help you if you are stuck?
- Do you find it helpful to read as a group?
- What texts are available to you in school?
- Where and when do you read during your school day?

Writing

- Do you like writing?
- What do you like writing about?
- What do you do if you cannot spell a word?
- Do you use word processing programmes for writing?
- What type of writing do you like best – writing stories or information writing?
- What do you find easy about writing?
- What do you find difficult about writing?
- Do you plan your writing? Do you sometimes plan with a friend or in a group?
- How do you check your writing?
- Tell me how you wrote this story/account etc.?
- Can you explain why it is important to know who will be reading your writing?
- Can you tell me how you would set out a letter/list /report/story etc.?

Speaking and Listening

- Do you enjoy discussing ideas as a group?
- Do you feel comfortable talking to an audience?
- Do you plan your ideas orally before starting to write when completing written tasks?
- Can you explain what you have read/written?

- Do you like to discuss ideas with a partner or group before starting to complete the task?
- Do you feel able to give your opinion in a group discussion? Do you feel able to defend your opinion?

Roles and Responsibilities

The **Senior Management Team** has overall responsibility for allocating resources, monitoring and evaluating provisions.

The **Literacy Co-ordinator** takes the lead responsibility for:

- **Identifying appropriate interventions in conjunction with the ALNCo** – groups of learners, timetabling and (where relevant) supporting delivering staff;
- **Monitoring and evaluating literacy across the curriculum** – liaising with Heads of Departments, guiding and supporting staff;
- **Keeping up-to-date with current initiatives and recommended good practice** – identifying training needs;
- **Co-ordinating cross curricular literacy initiatives and outside visits and visitors;**
- **Promoting reading for pleasure;**

Heads of Department will: manage and monitor the provision of literacy support and development within lessons. The effectiveness is evaluated regularly with staff at department meetings. They will also;

- Integrate the **Marking Code** into the department's marking policy;
- Ensure that **texts used within the department 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 and LNF;
- Ensure that all department members are aware of the **literacy demands of their subject** and that **progress is reviewed regularly;**
- Ensure all department members monitor and report on pupils' progression through the LNF.

All teachers plan for and provide appropriate literacy and numeracy teaching for all pupils within their subject lessons. They provide differentiated support in literacy for those who need it. They will:

- **Ensure that they are familiar with the specific literacy demands of their subject** – and how they relate to the LNF;
- **Be aware of appropriate expectations** of students and difficulties that might be experienced with literacy skills;

- Ensure they are **familiar with whole school literacy policy and the LNF requirements;**
- **Use all available data to ensure that resources and teaching and learning activities are differentiated accordingly** – CATs scores, reading ages.

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Form Tutors will:

- **Liaise with the Literacy Coordinator** and ALNCo concerning literacy developments;
- **Promote any literacy competitions;**
- **Use registration time to promote and develop literacy** whenever appropriate using the form time website and provided literacy booklets.

Learning Support Assistants will:

- **Support teaching staff in the delivery of literacy objectives in lessons;**
- **Use information** about pupils whose literacy has been identified as weak, in order to support those pupils appropriately.