



Literacy Policy

Responsible Staff	HS and AC
Governors Committee Responsible	Full Governing Board
Date Approved	October 2024
Review Date	Annually

Literacy Policy

Context

This document is a statement of the aims, principles and strategies for Literacy Promotion, Teaching, Recording and Reporting at Exhall Grange School.

Objectives

At Exhall Grange, we believe that Literacy is at the heart of learning. Without the necessary skills in reading, writing, speaking and listening, pupils will not be able to access the curriculum. Indeed, with enhanced Literacy levels, pupils write fluently, read widely and engage in meaningful debate about their learning. Everyone is responsible for the development of Literacy at Exhall Grange and we take a strategic approach to the development and promotion of Literacy as a whole school.

In our work to develop Literacy across the school, we aim to:

- Improve pupils' vocabulary, expression and organisational control in writing to rise to the cognitive demands of all subjects.
- Develop reading strategies that are transferable and will help pupils to learn from sources beyond their immediate experience.
- Improve note taking skills so that thoughts can be captured, developed and organised and learning can be enhanced.
- Encourage the development of talk for learning where pupils are taught to use oracy to extend and deepen their learning.
- Improve pupils' feeling of motivation and self-esteem.
- Equip our pupils with the knowledge, skills and strategies for the Spelling, punctuation and grammar requirements of the GCSE which has been applicable since January 2013. Spelling, Punctuation and Grammar (SPaG) has been assessed separately in externally assessed units in GCSE English Literature, Geography, History and Religious Studies.
- Develop the requisite skills in pupils to enable them to express themselves writing for a variety of purposes such as a credible historian, geographer, linguist or scientist.

Definition:

- For the purposes of this document and our work, we consider 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 our school, we aim to raise literacy attainment at every level of ability, in all subject areas, in order to maximise the potential of every pupil and to ensure that all pupils have the opportunity to become effective readers, writers and communicators. If a pupil has at least age-appropriate levels of Literacy, they will be able to actively engage in all areas of school life and will be prepared for life beyond school and examinations.

Leadership

- The Whole School Literacy Co-ordinator is responsible for producing Action Plans which aim to enhance Literacy provision across the school. The Whole School Literacy Co-ordinator will also monitor closely the impact of initiatives in increasing a specific, targeted literacy objective and report the successes or otherwise of such initiatives.

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- Teachers are updated about current Literacy research and developments by the Whole School Literacy Co-ordinator through briefings and notices and through the sharing of resources.
- The Whole School Co-ordinator will work with individual teachers and departments to develop the delivery of Literacy in their subject areas.
- Year 10 and 11 Literacy Ambassadors promote reading across the school and support their younger peers in our 'Paired Reading' programme (see below). Years 7, 8 and 9 are appointed Reading Ambassadors to work with our Primary School pupils.
- Reading is promoted on National Days such as 'World Book Day', the 'Dahlicious Yellow Dress Up Day' as well as participating in Warwickshire School library writing and reading competitions. Annually pupils take part in the Young Writer's Competition where pupils' work is published in a book which parents/carers can purchase.
- Authors are invited into school to speak to pupils about their inspiration to write books and every opportunity is taken to organise enrichment visits to author's houses such as The Roald Dahl Museum or Shakespeare's birthplace.
- Enrichment visits are organised to enable pupils to see their set class texts adapted for theatre to further their engagement in reading.
- Reporting on Form progress in Accelerated Reader quizzes weekly to ensure form tutors are informed of their tutees' progress in taking Accelerated Reader quizzes.
- Parental engagement in their children's reading and literacy progress is encouraged through newsletters and recommended reading lists.
- CPD training takes place, where necessary, to enhance expertise in teaching literacy to bolster pupil progress in literacy.
- Awareness of the importance of reading to pupils' future prospects is emphasised through pupil assemblies.

Teaching and Learning

- It is expected that all teachers and support staff promote good levels of literacy in all of their work with pupils, where appropriate. There is a space provided for 'Literacy' on the school's Lesson Plan and it is expected that teachers actively seek opportunities to develop literacy as a vehicle for learning in their subject area.
- The Primary Department (EYFS-Year 6) follow the Twinkl Phonics Scheme. Every class is streamed where pupils are set appropriately according to their Learning needs and Phonics knowledge. These sessions last 35 minutes and occur four times a week. Teachers are regarded as Leaders of Phonics and are expected to follow the Twinkl scheme and make appropriate adaptations where necessary. Each pupil is issued with a decodable reading book which matches their phonics level. It is the expectation of the Primary Department that pupils will read at home three times a week. Pupils are issued with Reading Records for parents/ carers and school to monitor pupils' reading. Following the purchase of a sizeable amount of decodable books; pupils will be encouraged to stage appropriate read stage appropriate books widely and for pleasure.
- Primary rewards reading through assemblies and incentives such as 'half termly reader' and a weekly trophy for accelerated reader.
- Primary library sessions take place in the Primary Library and pupils have author/poet visits to inspire them to read and write.
- A half termly literacy focus will encourage departments across the curriculum to focus their marking and lessons on specific areas such as the endings of sentences, apostrophes, homophones and answering the teacher using full sentences to name a few areas.

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- Prefix of the week (drawn from all areas of the curriculum) will encourage pupils to expand their vocabulary and promote pupils' understanding of the correct definitions for words.
- Morning Form time and two afternoon form times a week in Secondary is allocated to silent reading. Some tutors also elect to use a class reader and read aloud to pupils. TAs, where appropriate, may withdraw tutees to read 1:1. Where appropriate, all teachers should issue pupils with 'Key Words' when introducing a new topic as a means of supporting learning and comprehension. Some of these are available via the Lexonik word lists.
- Pupils are encouraged to use a dictionary, rather than 'spell-check' to check their spellings.
- Pupils are encouraged to use a thesaurus to make ambitious and appropriate vocabulary choices.
- Pupils should structure their work with paragraphs to signal a change of topic, change of speaker, change of time and change of place.
- Pupils should use punctuation, including full stops, commas, semi-colons, question marks, apostrophes, quotation marks and speech marks, correctly.
- Pupils are expected to begin a sentence with a capital letter, along with all proper nouns.
- Pupils should 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.
- Teachers should actively encourage pupils to plan, organise, draft, edit and reflect on their writing. Writing frames can be useful to promote extended writing. Offer pupils a model for writing in unfamiliar forms or for unfamiliar purposes.
- Teachers should ensure pupils use formal Standard English in their writing and oral work as appropriate.
- Teachers should identify and correct use of "text speak", inappropriate informalities and abbreviations such as "gotten".
- All staff are aware of a child's 'Reading Age and this information is available to all teachers as part of their GO4schools data spreadsheet for each class they teach. The expectation is that there will be a differentiation of activities in lessons by teachers for pupils with lower-than-average reading ages as it is crucial in accelerating pupil progress. Resources and appropriate approaches across departments will be supported by The Whole School Literacy co-ordinator.
- Opportunities are maximised to enable opportunities for Speaking and Listening to facilitate rich learning discussions which bolster pupil progress and understanding.

Marking

Please see the separate 'Marking Policy' for advice and Guidance on Marking for Literacy.

- It is expected that all teachers mark for Literacy and identify the mis-spelling of subject specific words.
- Teachers should take a sensitive approach to the marking of spelling, punctuation and grammar, identifying some key mistakes and correcting continued errors with accompanying suggestions on improvement.
- It is not expected that teachers point out all spelling mistakes to pupils as this can affect confidence. Instead, teachers are encouraged to take a focused approach to the marking of Literacy, picking out the use of connectives to improve an explanation in Science for instance.

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Intervention

- A variety of Intervention tools are utilised effectively: Lexonik, Pearson Rapid Reader Plus, Trugs and Chris Curtis – GCSE Practice exercises.
- In the first instance, Curriculum Lead – English uses Key Stage 2 data and baseline assessments to identify pupils for intervention.
- STAR reading tests and the Group Reading Tests are used to monitor and track pupils' progress in reading in Secondary.
- Termly Key Assessments are used to monitor progress in reading and writing in the English Department.
- The English Department uses level descriptor progress' grids to reach level/ Stage judgements in Reading and Writing in Key Stage 3.
- Quality first teaching is the most powerful and effective strategy to enhance pupils' progress at Exhall Grange.
- Intervention takes many forms in Literacy: 1:1 or small group tuition for pupils at risk of not making progress or who are eligible for 'Catch-Up' funding. Intervention of this kind usually lasts for 6 weeks and is measured by reports from the Intervention Tutor as well as the tracking of Key Assessment data.
- A 'Literacy' Senior TA who, along with the school librarian, supports Catch-Up students in 1:1 or small group intervention.
- A 'Paired Reading Programme' involves some Secondary pupils either as 'Readers', 'Reading Ambassadors' or 'Literacy Ambassadors'.
- Every pupil has access to Accelerated Reader which aims to improve their motivation levels in reading as well as track their progress.

Monitoring:

- Whole School Literacy Co-ordinator is responsible for monitoring the quality of Literacy provision across the school, reporting to the Head Teacher.
- Subject Leaders and members of SLT are responsible for monitoring the quality of Literacy in their subject areas, via lesson observations and Work Scrutiny.
- The Librarian is responsible for monitoring rates of borrowing from the school library, reporting to the Curriculum Lead- English.
- Whole School Literacy Co-ordinator is responsible for reporting progress in Literacy to SLT and Governors on an annual basis.

Marking for Literacy

To ensure our literacy targets are achieved, there needs to be a common and consistent approach to the marking of SPaG errors. In conjunction with common symbols above, the following symbols should be used to correct literacy errors.

P=Punctuation	Errors in punctuation should be circled for follow-up by the pupil
Sp = Spelling	Errors with spelling should be indicated and follow-up will include (a) correction or (b) re-writing of the incorrect word(s)
Gr = Grammar	Errors with grammar should be indicated and follow-up will include (a) correction or (b) re-writing of the incorrect word(s)

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// = New paragraph	
? = Unclear	<i>Use to indicate unclear language use</i>
^ = Missing	<i>Use to indicate a missing word or words</i>