



Literacy Procedure

Author	T Stent
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Introduction

- 1 All teachers are teachers of literacy. As such, all teaching staff are committed to developing literacy skills in all of our pupils, in the belief that it will support their learning and raise standards across the curriculum. Literacy should be an integral part of pupils' learning. Therefore, as appropriate to the focus of the lesson, pupils should understand, and be taught explicitly, how their attainment in school and their potential to be able to adapt to a fast changing world is directly related to their reading, writing and speaking and listening skills.
- 2 The pupils need:
 - Vocabulary, expression and organisational control to cope with the cognitive demands of all subjects.
 - reading opportunities to learn from sources beyond immediate experience;
 - writing that helps to sustain and order thought;
 - language that helps to reflect, revise and evaluate the things they do, the things others have said, written or done;
 - to be enabled to respond to higher order questions encouraging the development of thinking skills and enquiry;
 - Improving and empowering literacy and learning that can impact on self-esteem, motivation and behaviour, allowing them to learn independently.

Implementation at whole-school level

Plan	Responsible	Planned impact
All teachers have a vital role to play in enabling all pupils to develop and extend their literacy skills	All staff	Every pupil progresses with their literacy skills for better outcomes across the curriculum.

Roles and Responsibilities

Plan	Responsible	Planned impact
Senior Managers lead and give a high profile to literacy.	SLT	Continued responsibility and high standards of literacy across the curriculum.
The English Department will provide staff with CPD where appropriate and will coach the pupils in the skills, knowledge, and understanding they need to communicate effectively.	English Faculty	Progression of literacy by all students.
Teachers across the curriculum will contribute to pupils' development of language, since speaking, listening, writing and reading are, to varying degrees, integral to all lessons.	Literacy ambassadors	Progression of literacy in every subject.

The Literacy co-ordinator will support all departments in the implementation of strategies and encourage departments to learn from each other's best practice by sharing ideas.	CAA	Promoting the successful strategies collaboratively for pupil progress.
Parents will be encouraged to use a range of strategies to improve their children's levels of literacy by providing a literacy document for parents to support reading at home.	The English Department	Building relationships with parents for greater pupil achievements.
Pupils will take increasing responsibility for recognising their own literacy needs making improvements, by recognising the marking codes as standard practice.	CAA and Literacy ambassadors	Strengthen the marking and feedback policy with self-assessment.

Across the school we shall:

Plan	Responsible	Planned impact
Identify the strengths and areas for development and improvement across the school with a termly book trawl for each key stage in each subject area.	CAA	Consistency across every department with literacy.

Speaking and Listening:

3 The clearest way of demonstrating an understanding – essential for every pupil.

Plan	Responsible	Planned impact
We will teach pupils to use language precisely and coherently. They should be able to listen to others, and to respond and build on their ideas and views constructively.	CAA and Literacy ambassadors	<p>Providing the skill and confidence of public speaking to all pupils.</p> <p>We will develop strategies to teach pupils 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.</p>
Extracurricular opportunities for S&L for example, The Rotary Club Public Speaking competitions.	English Faculty	Raise the profile of the importance of speaking and listening.

Reading:

- 4 The whole school collaborates in the drive towards reading for meaning, success and enjoyment. The teaching of reading within lessons is progressive and bespoke; English Schemes of work are designed with reading skills as the foundation which are flexible and adapted to suit the class. Reading ages are monitored in year 7 so that lessons can be differentiated appropriately. An interest in reading, as well as its value to life, is encouraged through a wide variety of appropriate texts studied, demonstrating that literature can cater to all needs and interests. Pupils receive stimulation and grounding of skills in KS3. The pedagogy: learning through discussion, exemplar material, modelling, close analysis and using these skills in extended writing. This approach engages pupils early and allows the development of skills to deepen and mature before and during KS4. Reading is promoted by all teachers as an essential tool for success enrichment; an asset to be used to fulfil potential in all subjects and life situations.

Plan	Responsible	Planned impact
All children are expected to read during English lessons though carefully planned medium term plans. Additionally, pupils receive fortnightly bespoke reading lesson whereby, away from the medium-term plan, teachers plan to focus on individual reading targets. These targets are reviewed regularly, to ensure pupils are progressing with their reading.	English Department	Ensuring that all pupils are learning to read.
To deliver reading skills effectively: staff share best practice, and pupils' progress is monitored through our Accelerated Reader programme, providing new targets at each assessment point. Pupils who have not met their progress expectation will be receive immediate intervention either in class or as part of our intervention program.	English Department	Ensuring that all pupils are progressing with their reading

To offer class texts which allow for wide debate, comprehension skills and opportunities for every pupil to read out loud. Pupils bringing in their own books allows them to share what they love about the book they are currently reading and encourage others to read the same or similar books too. Pupils develop, build on and learn new reading skills within every topic, which is evident in class workbooks through book trawls across the year groups.	English Department	Ensuring all pupils have the opportunity to develop a love of reading.
Form time reading with the 6th form reading group. The 6th formers have been trained how to deliver structured conversations using reciprocal reading	SENCO English SLT	Support pupils who do not make expected progress with reading - quick intervention strategies.
Provide intervention for all abilities to make progress in line with national expectations using Lexicon sound training, which teaches word decoding and Read write Inc Ruth Miskin phonics support group.	English SLT Learning support.	Further support for pupils who continue not to make expected progress.
Gather reliable reading data for informed practice and to outline the reading ability of our entire cohorts. Feeder schools Accelerated Reader (star reader) NGRT Spelling tests	English SLT SENCO	Supporting the lowest 20% of readers effectively and complete access arrangements in normal class lessons (aided with a scribe, or a reader pen) which sync with pupil passport carefully completed by the student, parents, learning support and teachers. Learning to decode words leading to the ability to critically comprehend a text are essential life skills that the English department are keen enthusiasts for. Working as a solid reading team, we have clear communications and initiatives to support our weakest readers and challenge our gifted readers to create independent and knowledgeable young adults
EAL support with reading English	SZR	Pupils are able to catch up quickly but baselining their reading age using

Accelerated reader, and providing these targets to all staff through Classcharts.

Pupils chose an ability appropriate book from the library to take home, developing a love of reading

All pupils have access to the library, CAI to browse and borrow. Encouraged through all lessons, during lunchtimes and after school.

100% of Pupils have the opportunity to read at home

Books available at every ability, CAI including EAL and dyslexia accessible books. The library offers books, for pupils with a lower reading age but still age-appropriate themes and content to stimulate and engage the reader, rather than patronise. We endeavour to have a range of fiction and non-fiction texts– adapted to different reading ages for reluctant, under-confident and dyslexic children and teens. These can be found in the Student Development classrooms too.

An inclusive book selection for all abilities and needs.

Literacy skills are supported through CAA scheduled form time literacy sessions and taught by all subject teachers. These are differentiated and promote literacy school-wide by exploring spelling strategies, grammar, using a range of punctuation, revision skills and using language for assessment.

Literacy taught by all teachers during form time.

Sharing literacy starters with staff in CAA staff briefing to remind staff of the strategies and link to staff's CPD.

Explore new ideas for teaching literacy with staff.

The Library:

- 5 The library offers a wealth of literature at a broad range of interests. Books are ordered depending on the current school borrowing trends which are analysed by the librarian half termly. The library has opportunities to discover books relating to all academic subjects offered at ABK, and pupils are encouraged to borrow a book at every opportunity. Year 7 pupils, are encouraged to take a knowledge quiz with through Accelerated Reader to confirm their comprehension - marrying reading for pleasure and learning essential reading skills perfectly. The library will develop and continue to be an excellent and inclusive resource for embedding the enjoyment of reading across the curriculum.

Services offered by the library:

- Lunchtime homework support for our lowest 20% readers and all Pupil premium students at KS3.
- Lessons in the library for every subject
- Book boxes which are delivered to lessons, and contain books relating to the topic or subject
- After school book lovers club.
- Manga and graphic novel clubs
- KS3 library lessons.
- 6th form study space
- Student librarian scheme
- Seasonal competitions.
- Lunchtime browse and borrow
- Break time reading mentoring between year groups.
- Form time reading support between year groups.
- Books and resources for student teachers, and guides for staff CPD
- The librarian delivers subject specific literature support in lessons around the school when required.
- Accelerated reader quizzes x
- Revision support for KS4
- Parent link with reading strategies.
- Website updates for reading, book recommendations, book awards
- Library notices around school and form time.

Spelling:

Monitoring and Evaluation:

Plan	Responsible	Planned impact
We will make use of available data to assess the standards of pupils' literacy. Senior Leadership Team link, the Head of English and the Literacy co-ordinator, will decide how to monitor progress in the school.	SLT	Sampling work – both pupils' work and departmental schemes; observation – pupil_pursuit and literacy teaching; meetings; student voice review of development plans; encouraging departments to share good practice by exhibiting or exemplifying pupils' work.

Vocabulary:

6 The building blocks of all success.

Plan	Responsible	Planned impact
Promote the teaching of vocabulary through Rosenshine Retrieval Strategies	CAA	Providing staff with resources and aids to teach vocabulary in line with the schools CPD. Promoting confidence within staff across subjects.
Key words displayed in classrooms and visible in lessons, linked to the topics, and curriculum for the subject.	All teaching staff	Pupils learn new vocabulary appropriate for their subject daily.

English as an Additional Language:

7 Our EAL pupils' well-being is at the foundations of all teaching and staff are aware of the cultural differences and barriers to learning that many pupils may face as they settle into a new educational setting.

Plan	Responsible	Planned impact
EAL pupils are supported with mentors from higher years, to aid their culture transition, underpin their well-being. EAL students are linked closely to pupils who model excellent literacy. Teachers also to refer to their first language skills to aid new learning in all subjects of the curriculum. Staff are taught essential EAL strategies through CPD organised by the EAL coordinator.	SZR	Progressive and inclusive learning environment for all pupil to progress with their literacy.

EAL pupils encouraged to have access to a dictionary in their mother tongue and to create subject specific glossaries to which they refer. The use of their first language enables them to draw on existing subject knowledge and to develop English language skills in context.

Pupils should not always be seated next to a pupil who speaks their language although this can be an initial strategy when the pupil first arrives. Staff will receive training on strategies to support EAL pupils from the Literacy coordinator and relevant outside agencies.	SZR	Prioritise EAL pupil's well-being, to ensure they are ready to learn as best as possible.
Bi-lingual information evenings offered by the EAL coordinator.		
Form time support for literacy offered by the EAL coordinator.	SZR	Intervention and homework help to progress in literacy.
Monitoring progress with pupils reading ages through accelerated reader to provide targets to staff.	TIS SZR	Monitoring outcomes for immediate intervention and scrutinising strategies for progression between staff.

SEN pupils

- 8 We will teach our pupils with special educational needs appropriately, supporting their learning and providing them with challenges matched to their needs, through using a range of teaching strategies such as guided group work, writing frames and spoken activities. There will be liaison with the SENCO as to specific literacy strategies to support dyslexic pupils alongside students with other needs such that these approaches will be used by all teachers.