

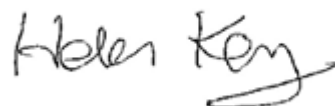


CHAILEY SCHOOL

LITERACY POLICY

Date Policy Approved: 14th December 2016

Chair of Governors: 

Headteacher: 

Date Due for Review: September 2017

Chailey School Literacy Policy December 2016

Every member of staff at Chailey School is engaged and invested in Literacy, and every teacher is considered a teacher of literacy. Literacy in reading, writing and communication is a profound attribute, and an individual's level of achievement in this area determines their success in subjects across the curriculum, and in their adult life. We share an awareness that when students are able to access lessons in terms of reading, writing and communication, they are more likely to be engaged by and learn most productively from their teaching.

Every teacher a teacher of literacy – a consistent approach

All teachers at Chailey School are aware that they are teachers of language, and literacy in all forms of communication is not a peripheral issue in any subject. Every subject area's schemes of work and individual teacher's planning reflects the importance of accuracy in communication, by selecting appropriate text selection, setting subject-specific key vocabulary terms and requiring of students written expression in a variety of forms and styles.

The curriculum:

Curriculum plans in all subjects must address vocabulary acquisition, spoken language, reading and writing. This provision is supported and monitored by the Literacy Coordinator, in partnership with FTLs. Teachers must plan for literacy, as a fundamental element of their subject-specific content and skills.

A language-rich environment:

Teachers are responsible for their classrooms and Faculty areas to be rich resources of language, including displays of key words, suggestions for reading linked to their subject areas, writing formats, sentence starters etc. Teachers themselves are role models for language use and should take opportunities as they arise to articulate why they write and speak as they do, and insist on high standards of spoken Standard English through providing a range of opportunities for talk in lessons: questioning, discussion, presentations, speeches, role play, etc. Teachers must challenge lack of participation in such activities and expect all students, irrespective of ability, to develop their spoken language skills, including encouraging students to read aloud as much as possible.

Teaching and Learning strategies used across the school to ensure a consistent approach (attached):

The reading toolkit (strategies for reading and decoding texts)

Hands Up for Research

PEE: Point, Evidence, Explain (KS3)

SPEED: Signpost, Point, Evidence, Explain, Discussion/Development (KS4)

Presentation guidelines for all students

Chailey Literacy Toolkit

Oral rehearsal of writing

Teacher-modelling of different writing styles

Use of writing frames

Mini-whiteboards for drafting

Reading homeworks: *expect* students to read for pleasure at least 5 times a week

Support students in recording and learning key spellings

SALAD day (Speaking, Listening, Drama) day – no pens!

Marking policy:

'Marking for Success' is a set of guidelines that is followed by all teachers and requires teachers in all subjects to use the 'Literacy Marking' abbreviations when marking students' work. Teachers must use their professional judgment when deciding which specific areas of Literacy to focus on in their marking, according to the individual student. Marking is monitored through regular 'book looks', work scrutinies and student survey.

Form Tutors:

Expect their tutor group to have a reading book with them at all times

Use one afternoon tutor time each week for *reading*

Watch the news from Clipbank together; discuss each week

Encourage students to write their own news for the Chailey School Blog

Provide opportunities for *structured* talk – presentations, assemblies, discussions

Promote positive attitudes to reading among pupils - 'book boxes' of interesting reading material, including newspapers, and even comics, is a way of encouraging the reading habit that can then lead on to a wider range of reading material.

Promotion of *reading* across the school

In English lessons, resources from the Library are used regularly to help introduce a topic, where book boxes of relevant fiction, non-fiction and poetry texts are assembled on a certain topic for use by the class teacher. In close liaison with the Librarian, English classes regularly go to the Library for a timetabled lesson for reading recommendations to be provided by staff and peers, for students to read aloud and have feedback on their expression and use of emphasis to show understanding, and for quiet reading time. A programme of lessons to introduce pupils to a wide range of genres has been prepared and taught with Year 7 classes.

In assemblies, all staff have been asked to share their favourite current and childhood reading books. In addition to this, staff displayed their choice of current reading book in their classroom on World Book Day, and many teachers have continued to update and share this since.

In addition to personalised literacy intervention, detailed below, two forms of intervention focus specifically on reading: Reading Mentoring takes place with selected students supported to read aloud with a Teaching Assistant. In a separate programme, Literacy Ambassadors in Year 9 are paired with a Year 7 student to mentor them in their enjoyment, engagement and confidence in reading during tutor time.

The school's Librarian is strongly involved in promoting reading across the school, and leads reading projects including the Southern Schools Book Awards and a reading programme with selected Year 8 pupils, with each group reading and discussing five new novels for Young Adult readers.

Improving standards of *writing*

Key Stage 3 students are selected for Intervention based on their progress from their target level, with a particular focus on Writing. The Literacy Intervention teacher uses Pupil Voice and pre-assessments to analyse the student's learning needs and agree meaningful, relevant targets. A sequence of 6-8 lessons is devised to appeal to the student's strengths and interests, drawing on multi-sensory techniques to maximise the student's engagement and encourage confidence with approaches to independent learning. As completed work is assessed by the Literacy Intervention teacher and recorded in the student's English book, there is visibility and a continuing dialogue between the English teacher, the pupil and the Literacy Intervention teacher. A tracking document is completed by the Intervention teacher at the end of teaching sequence, so that progress is visible and communication maintained following on from the six lessons.

At Key Stage 4, English teachers have had timetabled lessons in which to see individuals or groups of students who have required further support either with an aspect of the English Language and Literature curriculum, for example, a particular difficulty was discovered following feedback from trial examinations. Focused support can be provided for the students in sessions which are planned with liaison between the subject teacher, Intervention teacher and Literacy Coordinator where appropriate.

Writing is promoted through the 'Chailey Times' newspaper that is student led and published three times per year. All students are invited to contribute to the newspaper.

Supporting low-attaining students

Support is provided for students with lower reading skills levels by both focused intervention through the school's Learning Support Unit, and through Lexia Reading. The Lexia Reading Programme is delivered by the a trained Teaching Assistant. Students are selected for a 30-session programme of 20-minute sessions, their progress monitored and rewards provided for achieving new levels. The SENCO completes a weekly planning meeting in order to identify and arrange intervention for students requiring additional literacy support. Following completion of the Lexia programme, those students who are identified as needing further support are provided with 1:1 intervention - working on the areas suggested by the programme. Any work completed during the Lexia follow up is also placed into the students' English books to ensure the English teacher is aware of the work that is taking place.

Top tips to put the policy into practice

During lesson activities:

- As new terminology appears in lessons, write it clearly on the board and talk about the word. Take any opportunity to explore the etymology (origins!) of the word which will help learning.
- Opportunities for developing students' reading, writing, speaking and listening skills should be taken wherever possible.
- Model, teach and expect high standards of speaking and listening at all times (Standard English, articulate, developed etc.) Talk about talking!
- The same as above for writing – written accuracy in books – spellings, capital letters, paragraphs, punctuation, grammar etc. If you don't know a spelling or what a word means, model looking it up!
- When students are writing, consider with them the type of text they are writing and the intended audience.
- Give opportunities for as wide a range of speaking and listening, reading and writing activities as possible.
- Reading and talking aloud should be actively encouraged – it is our job to make sure they leave school without this hang up.
- Give students wider reading suggestions linked to your subject and talk up the value of reading.

When providing support:

- Do not write for students who are perfectly capable of writing themselves!
- As much as possible, *ask* questions rather than answer them.
- When asked a spelling, don't spell it out verbally. Encourage a first attempt and then write it out.
- If a student gets stuck on reading a word, encourage them to use their decoding strategies first: e.g. reading forwards and backwards, using their phonics and looking at the context.

Marking, including pupil dialogue:

- Follow the school marking policy, which includes marking for literacy.
- Don't mark everything that is incorrect but choose one aspect or 2/3 key spelling mistakes and focus on that.
- Where appropriate, put a red dot in the margin to prompt students to find and correct their punctuation mistake.

Lesson resources and displays:

- Consider the reading age and clarity of the materials you are providing for your students (from books and board).
- Have key words up on display in classrooms.
- A buff colour (as opposed to white) background for slides is recommended for ease of reading for dyslexic students.
- Also for dyslexic students, numbered lists are better than bullet points and different coloured points also helps.

- The clearest font (particularly for dyslexic learners) is Verdana or Comic Sans – 12 - or Arial, certainly a non-serif font.
- **Always** write clearly and accurately, in lower case, in board work, when scribing and in students' books