



CHAILEY SCHOOL

Literacy Policy and Procedure

**Chailey School has adopted the ESCC policy in full
September 2018**

Date of Governing Body's Approval:

September 2020

Chair of Governors:

Head Teacher:

Date for Review:

Sept 2022

Chailey School Literacy Policy September 2018

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, identifying key vocabulary 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. 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 vocabulary, 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):

See Chailey document: 'How do we teach literacy?' (Appendix 1)

The reading toolkit (strategies for reading and decoding texts)

In English: exploratory paragraphs (what? how? why?)

Other subjects: PEE: Point, Evidence, Explain (KS3). SPEED: Signpost, Point, Evidence, Explain, Discussion/Development (KS4)

Vocabulary instruction: see 'Chailey Vocabulary Strategies' document (Appendix 2)

Presentation guidelines for all students

Oral rehearsal of writing

Teacher-modelling of different writing styles (often using visualizer)

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

Feedback policy:

The policy that promotes 'feeding forward' is followed by all teachers and requires teachers in all subjects to use the 'Literacy Marking' code 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, student voice and surveys.

Form Tutors:

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

Use one afternoon tutor time each week for silent reading

Provide opportunities for *structured* talk – debates, presentations, assemblies.

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

English classes are timetabled for a reading lesson in Key Stage 3: when staff and peers discuss and recommend books, for students to read aloud and have feedback on their expression to show understanding, for quiet reading time. Chailey students voted for their favourite books in 2020 and students are expected to read at least 10 books from this list (on display in English corridor).

In addition to personalised literacy intervention, detailed below, Literacy Ambassadors in Year 9 are buddied with a Year 7 student to support them in their enjoyment, engagement and confidence in reading during tutor time.

English faculty's role in promoting literacy across the school:

- Calendared Literacy themed competitions.
- Read for Good.
- Southern Schools Book Award.
- Future plans: tutors read aloud to tutor groups; reading used as a reward in lessons

Improving standards of *reading* and *writing*

Key Stage 3 students are initially selected for intervention based on their Year 7 NGRT Reading test scores. These students follow the reading programme 'Rapid Plus', which supports their confidence and enjoyment in reading through a rigorously levelled reading scheme linked to individual learners' reading ages and abilities. Rapid Plus foregrounds key vocabulary and builds in comprehension skills to boost word recognition and reading skills. Students are also selected based on their progress from their KS2 data. 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 4-6 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. On-going targets and successful strategies for engagement and progress are also shared with parents to support continuity and progress beyond the classroom. 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 intervention lessons.

VHO has has timetabled lessons and tutor time in which to see individuals or groups of students who have been identified from their trial exam performance or teacher recommendation, as requiring further support.

Support for Dyslexic learners

At Chailey, dyslexia is celebrated and always viewed as a learning difference, not a difficulty. All teachers are aware of dyslexic learners in their classrooms and differentiate for them accordingly. Teaching and learning aims to be dyslexia-friendly; teachers are expected to plan lessons which incorporate multisensory activities (auditory, visual and kinesthetic) ensuring all students have opportunities to embed new knowledge through their own optimum learning style. In Year 7, our new intake is screened to ensure that any students at risk of dyslexia are identified early and receive appropriate support at secondary school. Dyslexic learners requiring further support will, where possible, receive personalised intervention. Our English and Science faculties have both been awarded dyslexia-friendly status with external assessors finding provision for dyslexic learners at Chailey to be "excellent". This year our Maths Faculty will also be completing their dyslexia-friendly award, thereby fulfilling our school target to achieve dyslexia-friendly status in all three core subjects areas.

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 a trained Teaching Assistant. Students are selected for a 30-session programme of 30-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 or small group intervention - working on the areas suggested by the programme.

Top tips to put the policy into practice

During lesson activities:

- As new tier 2 and 3 vocabulary appears in lessons, write it clearly on the board and talk about the word. Take any opportunity to explore the etymology 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 feedback 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) alongside the reading ages of individual students (on SIMS).
- Have key vocabulary on display in classrooms; provide with vocabulary banks and definitions for each topic
- 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