

Dene Magna

Literacy Process



Aim: *To develop our students into **critical** readers, **confident** orators and **crafting** writers so they can engage successfully with the world around them.*

Intent:

This Literacy Policy is a research-led, working policy to support the and facilitate the development of our students' language use and competency as they progress through Dene Magna. Literacy permeates every aspect of the curriculum, therefore all subject teachers are teachers of literacy. For all learners, literacy development is integrated within authentic contexts (subjects and units of inquiry), while some skills are taught separately (e.g. spelling strategies, grammar skills and academic reading and writing skills).

Why:

There is a clear link between literacy proficiency and a child's social, emotional and academic development. Indeed, other than attendance, literacy proficiency (particularly reading age) is the second biggest predictor of a child's academic success at GCSE. Successful literacy development takes place in meaningful, relevant contexts so that the learner develops holistically. Literacy learning and development helps learners to become more independent thinkers, develops an understanding of different perspectives and heightens their intercultural awareness. We owe it to our students to place supporting their literacy development at the forefront of our minds.

Implementation:

This policy centres upon the three foundational pillars of language proficiency:

Literacy



Reading



Writing



Oracy

Reading:

Reading is perhaps the most important of the three pillars, being largely how students encounter and learn vocabulary, including both tier 3 subject specific terms and tier 2 words needed in an academic context, as well as fostering an appreciation and understanding of the written word. This importance is reflected in our consideration and implementation of it across the school. Our approach to reading largely centres on the approaches of reciprocal and modelled reading and their benefits, as per research by Mary Myatt and the EEF but also incorporates both silent reading and independent reading expectations. In our central approach, teachers read with their pupils, reading and discussing a shared or displayed text to them while they follow along, and thus model both effective phonetic proficiency as well as language comprehension strategies.

Our reading approaches are implemented via:

- **Tutor Reading Program** - A developmental reading programme where every allocated reading RFL session tutors read a text together with their tutor group, either via an e-book displayed and followed on the board or physical copies of a text. The programme is year group and key stage specific, with a selection of texts for tutor groups to choose from appropriately chosen by the Language Lead and librarian.
- **Curriculum Reading** - students will be given access to a range of challenging, subject-specific texts and reading materials and lessons, which, via the modelled and reciprocal reading, will be read with their subject teachers. These are embedded in schemes of work but will be adapted and elaborated to reflect subject specific application of this policy (disciplinary literacy). This may include sources from Department subscriptions to magazines/journals, JSTOR access through links with Gloucestershire College. And Access to online secondary KS5 reading.

- **Library Lessons** - In KS3 one English lesson per fortnight is allocated to visiting the library. Here, the expectations is for students to explore the before settling down to read for the remainder of the lesson. Students may also participate in some shared reading with one of our 'group reads' on offer. Here, they can be supported by their English teacher who will hear each read over the term and also focus on those 'on watch' or receiving other reading interventions.
(Reading logs being trialled in Y7)
- **D.E.A.R Silent Reading** - for 10 minutes at the start of every morning RFL and start of every English lesson in KS3, pupils are expected to read their own reading book. These may be loaned from the library in library lessons or at break or lunch times. A reading book is part of a student's daily equipment and should be accounted for during daily RFL equipment checks with a demerit being logged for those without.
- **Independent Reading Expectation** - Outside of school, pupils are expected to read their reading book independently (or, as encouraged, with a parent or guardian for further modelled/reciprocal reading) for 30 minutes at KS3 and 50 minutes at KS4 per week. This is tracked via AR STAR Reading ages (see below).
- **AR STAR Reader** - All students in KS3 have an Accelerated Reader account and have their reading ages accurately tested via the STAR Reader Programme. This is the primary means by which reading progress and impact is monitored. Students are tested at the start of every full-term, with results being sent home and compared to previous scores to facilitate discussions on reading age and reading progress at home as well as school. These results are also shared with tutors and English teachers to further support during Thursday RFL reading and KS3 library lessons.
- **Reading Interventions** - AR Reading Age test scores are monitored and those who fall below a national benchmark are allocated to their appropriate reading intervention group:
 - *On Watch* - these pupils fall very close to the National Benchmark and are thus placed 'on watch'. This list of pupils is shared with tutors and English teachers to focus on during RFL/Library lessons. A key skills profile is shared that identifies any key reading skills that are lacking to be focused on.
 - *Reading Buddies* - a trained Y11 senior student/volunteer will undergo weekly modelled/reciprocal reading sessions on a one-to-one basis with a reading buddy to support the development of their reading proficiency toward the national benchmark. Similarly, a key skills profile is also shared and used to support this process.
 - *Urgent Intervention Group* - a more focused group of our weakest readers who read and explore a Barrington Stoke or appropriate text together via an active reading programme where activities, trips etc help to bring the text to life and engage them more with reading.

Oracy:

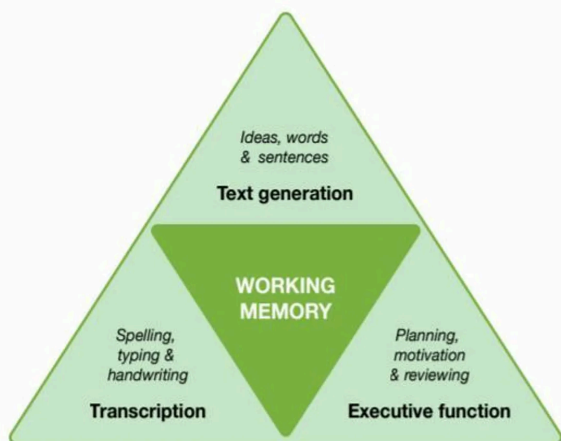
Spoken language and listening skills are the typical mode of everyday communication and how we express ourselves, and are linked to a wide range of academic and reason skills as well as social, emotional and interpersonal skills, including self-confidence, self-awareness, resilience and empathy. It is essential that oracy is a key part of our classroom practice. This should include:

- Opportunities for students to discuss issues/topics and/or present or reason their point of view are embedded in schemes of work across the curriculum.
- Poor language choices are challenged around the school site.
- RSHE sessions are typically discussion based and promote language as a tool in pastoral discussions.
- Students are encouraged to verbally answer questions in full sentences and explain their thoughts, processes and reasoning.

Writing:

The proficiency to read and more importantly to write is the primary means through which our students will be tested in their GCSE exam. Literacy and written communication is the cornerstone of educational achievement, further academic or vocational study and future employment success. Both examiners and future employers will scrutinise and make judgements of our students based on their competency with literacy. It is essential, therefore, that our students are supported in developing high levels of literacy so they can articulate themselves effectively and achieve their maximum potential in both their GCSE exams with us and their future aspirations when they leave us.

Figure 10: Based on 'The Simple View of Writing' developed by Beringer et al. (2002).⁵⁶





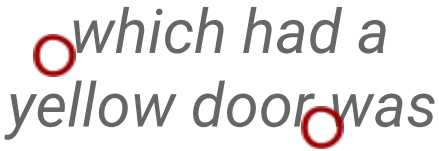


As already alluded to, the symbiotic relationship between reading and writing makes these two skills highly linked, and our focus on reading will invariably support a focus on writing. It is important, however, to recognise that, like reading, writing also has its own process and skills. In this regard, we focus on Barringer et al (2002) 'The Simple View of Writing':

Our approach needs to maximise opportunities for students to practise and hone this process and develop its subsequent skills as they progress.

SPAG Policy - Spelling, Punctuation and Grammar (SPAG) play an important part in ensuring written communication can be clearly and easily understood, and thus conveys its intended meaning. Accurate SPAG, therefore, is essential for our students to be understood and score marks in their exams, have their college or job applications processed, and have all of life's future documents and written requirements be successful. It is paramount that they receive regular and consistent feedback on their SPAG in their classwork.

SPAG Marking Guide

Marking for spelling, punctuation and grammar needs to be consistent and clear in its frequency and practice across all subjects in the curriculum to be effective. As per our marking policy, students will receive feedback from two pieces of marked work per term. These assessed pieces should also be marked for SPAG using the simple guide below:

	<p>Spelling Correction - misspellings should be identified with an SP over the misspelt word. The correct spelling should be written into the margin. Students will then copy out the correct spelling 3 times in their purple pen response to that piece. Maximum of 3 misspellings per page.</p>
	<p>New Paragraph - where students should have started a new paragraph but haven't, use // to indicate where the new paragraph should be.</p>
	<p>Punctuation - where students have missed punctuation i.e full-stops, commas or colons/semi-colons, please circle where the punctuation should be. Students to add correct punctuation in their purple pen response.</p>
	<p>Capitals - where a student hasn't used a capital correctly, correct it using the correct case. Only correct the first 3 if this is a consistent issue.</p>
	<p>Grammatical Mistake - where a student has made a grammatical mistake, underline using a red wiggly line as shown. Discuss at feedback.</p>

CPD approach:

Staff will have a termly CPD focus to build on student's literacy skills and acquisition throughout the year. Each term will aim to provide staff with guidance and strategies to assess the following areas:

Autumn term: Oracy -

- Provide opportunities for structured talk within lessons;
- Challenge inappropriate use of language within lessons and around school site to promote a positive school culture;
- Encourage students to use subject specific vocabulary and disciplinary language in verbal responses.

Spring term: Reading -

- Provide students with opportunities to access more complex, academic texts appropriate to subject area;
- Provide targeted vocabulary instruction appropriate to subject area;
- Deploy a range of reading strategies suitable for the ability and age range of students;
- Use reading strategies to improve student writing ability.

Summer term: Writing -

- Break down complex writing tasks;
- Challenge students to use disciplinary language in writing;
- Use of modelling to demonstrate success with writing.

While the CPD focus will change each year, the expectation is for staff to use these complimentary language skills concurrently throughout each student's learning journey.