



## Literacy Policy

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1.0	28.11.23	
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Policy reviewed:	July 2023
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Signature of Chairman of Local Governing Body:

Signature of Head of School

### Literacy Vision

At Dean Trust Rose Bridge, we believe that literacy is the gateway to opportunity. In order for pupils to achieve the best possible outcomes, we unreservedly recognise that being literate is fundamental in developing our pupils as active and successful global citizens. To ensure this success, we acknowledge that all pupils must be equipped with the necessary

skills and knowledge that embody literacy. Accordingly, we consider literacy as a foundation for pupils to access the full curriculum offered; immerse themselves in the wider community, and *believe, achieve* and *succeed* excellence.

At Dean Trust Rose Bridge, we seek excellence for all of our pupils, within the context of a caring and mutually supportive partnership between governors, staff, pupils and parents. We fully recognise that, by its complex nature, teaching and learning must take account of prior learning experiences, assessment, behaviour and special educational needs. This policy must be read in conjunction with the following policies:

- Assessment Policy
- Behaviour Policy
- Performance Management policy
- Special Needs Policy
- Target Setting Policy
- Numeracy Policy

### **Aims**

The aim of this policy is to ensure that all pupils benefit from consistent, high-quality literacy provision. All staff work collaboratively to approach literacy purposefully and effectively to raise pupil attainment at all levels.

### **Objectives**

- All pupils will leave school confident in their literacy skills of reading, writing and speaking
- Literacy will be embedded in all lessons across the curriculum and addressed consistently in pupil work
- All teachers will be aware of and fulfil their responsibilities as 'Teachers of Literacy'
- Teachers will be supported in this role through constructive literacy training and development
- All staff will be aware of the reading ages of pupils in their classrooms and will utilise this to provide targeted support
- Accurate and timely reading age assessments will monitor and inform reading age progress across the curriculum
- Literacy intervention will be targeted to ensure progress across all reading abilities
- All pupils will have the opportunity to enjoy and engage with an enrichment offer that exercise literacy skills
- All staff are provided with opportunities to share outstanding literacy practice in order to plan, deliver and take ownership of literacy in their own classrooms

### **Literacy Skills**

These skills are fundamental to our pupils' ability to access GCSE material and are a continuation of their literacy journey from KS2. In addition, focusing on these skills ensure

that possible literacy gaps are targeted across the curriculum. The skills are reviewed annually in order to sustain development:

### Reading Skills

- Utilising Purposeful Reading strategies when comprehending textual information:
  - Retrieve
  - Predict
  - Clarify
  - Question
  - Summarise
- Skimming and scanning through written information
- Independent reading for pleasure
- The ability to access a wide range of texts from a variety of time periods and genres, underpinning pupils' Cultural Capital
- Developing vocabulary, including challenging, disciplinary lexis and phrase
- Decoding sentence structures to comprehend textual information
- Identifying punctuation to decipher written communication appropriately

### Written Skills

- Accurate spelling, including subject specific vocabulary
- Utilising ambitious vocabulary to express ideas appropriately and achieve intended effects
- The ability to write for a range of purposes, genres and audiences
- The ability to use a variety of sentence forms
- The ability to use accurate Standard English, including correct grammatical constructions and punctuation
- Plan, draft, edit and proof-read their own writing

### Oracy Skills

- The ability to speak in Standard English
- Display an awareness of purpose, audience and tone
- The ability to listen to vocal communication, respond appropriately and question confidently
- Present, discuss and debate ideas formally
- Speak confidently, audibly and effectively

### Literacy in Practice

Literacy practice is consistently promoted across the curriculum. To realise the school's vision for literacy, there are a number of expectations that staff must follow. These expectations are separated accordingly below.

To reach the school's vision, pastoral staff are expected to:



- During form time for Years 7 - 10, deliver Purposeful Reading activities that link to the personal development curriculum
- Utilise comprehension questions to examine pupils' understanding of written information from a variety of sources
- In Year 11, promote and support English Literature revision and whole class reading of literature texts
- Promote oracy through purposeful questioning, encouraging the use of key terminology and Standard English
- Promote extracurricular and whole-school literacy activities, such as Reading Pathways, literacy competitions and specific literacy days
- Ensure that pupils have a reading book as part of their non-negotiable equipment
- Encourage the use of dictionaries where appropriate
- Praise and reward the literacy successes of pupils in assemblies, this includes progress and achievement on Accelerated Reader, Reading Plus and Better Reading

**To reach the school's vision, all teaching staff are expected to:**

- Take responsibility for promoting literacy in within lessons and around school through planning and resources
- Utilise Purposeful Reading strategies (see Appendix A) to assist pupils comprehension of textual information
- Exercise disciplinary literacy strategies to aid pupils with subject-specific literacy demands
- Utilise literacy packages, such as Lexonik Vocabulary, to assist literacy provision in the classroom
- Uniformly apply the literacy mark codes (see Appendix B) to classwork and assessments in their specific subject areas and ensure that pupils action this
- Ensure that classrooms have a literacy display linked to the relevant subject area
- Ensure that classrooms have a poster linked to the relevant literacy half-term focus
- Set a minimum of one literacy homework per half-term signposted with DTRB literacy stickers
- Set a minimum of one literacy task as part of a half-termly teaching sequence, signposted with DTRB literacy stickers
- Promote oracy and challenge pupil verbal responses, encouraging the use of Standard English and subject-specific vocabulary
- Familiarise oneself with the reading ages of pupils in their classes to plan and differentiate literacy appropriately
- Communicate with a nominated 'Literacy Champion' in their faculties, ensuring that quality literacy is applied and adhered to within their areas
- Communicate with the Literacy Coordinator to share good practice and seek support
- Engage with CPD opportunities to enhance the literacy provision in their teaching practice
- Recommend subject-specific texts to the library in order to extend pupil development in their areas



- Access the Three Year Literacy Plan to familiarise oneself with literacy developments across the school

**To realise the school's vision, the English Department are expected to:**

- Facilitate termly reading age assessments for all pupils; pupils whose reading ages are below their chronological age will receive target intervention
- Lead reading lessons and ensure that the correct pupils are engaging with the appropriate activities to improve and extend their reading ability
- Ensure that pupils engage with readability appropriate texts, guided by the Zone of Proximal Development provided through Accelerated Reader
- Encourage engagement with and enjoyment of a variety of reading materials
- Assess pupils' writing and communication skills through the English curriculum, tracking and monitoring progress, implementing the marking policy explicitly
- Liaise with parents regarding pupil progress and intervention / support opportunities
- Reward pupils who show commitment to reading and display notable progress
- Ensure that a purposeful learning environment is consistently promoted, explicitly supporting pupil literacy development
- Design and implement a curriculum that develops pupils' literacy knowledge and skills using a wide range of quality, age appropriate texts
- Ensure that the library is a vibrant and appealing environment, showcasing reading and literacy development positively, engagingly and proactively
- Aid pupils in an endeavour to read widely and often
- Ensure that extracurricular literacy opportunities are consistently available to all pupils

**To realise the school's vision, literacy intervention will:**

- Be targeted to pupils based on termly reading assessment data
- Across KS3, use a 'wave' system to ensure that pupils engage with appropriate intervention programmes for progress:
  - 'Red' (two or more years below their chronological reading age) pupils to be placed on a Better Reading programme; ran twice weekly by the Literacy Intervention Lead; Learning Support Assistants and Members of the Literacy Council
  - 'Amber' (up to two years below their chronological reading age) pupils will be placed on Reading Plus during their reading lessons
  - 'Green' (at or above their chronological reading age) pupils will engage with Accelerated Reader to ensure reading motivation and the provision of increasing challenging texts
- Utilise intervention packages, such as Lexonik Leap to target specific literacy gaps in pupils' literacy knowledge
- Place targeted pupils on 1:1 reading with the Literacy Intervention Lead and / or class teacher during reading lessons
- Continue to monitor pupils' literacy progress and the effectiveness of interventions

**Roles and Responsibilities**

**The Literacy Coordinator will work with the English Head of Department to:**



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- Lead, manage and develop Literacy throughout the school by constructing cross curricular links and creative approaches to improving literacy skills with senior leaders, other middle leaders and teachers of core subjects
- Collaborate with staff on the development of literacy in relation to: resources, continuous professional development of staff, aims of the school, including its policies and practices
- Develop and embed a clear reading strategy for all pupils in KS3 and KS4 that is based upon high quality research and is adaptable across disciplines
- Measure the impact of whole school literacy strategies and share the outcomes with the governing body, Senior Leadership Team and teaching staff
- Evaluate the teaching and learning of Literacy through monitoring activities including: lesson observations, pupil voice, work scrutiny, analysis of results and data and leading staff training
- Develop and implement whole school initiatives to support pupils read widely, often and for pleasure
- Support and guide colleagues to select the most appropriate teaching and learning methods and resources to meet the literacy needs to all pupils
- Support colleagues in developing strategies and resources that will enable pupils to take responsibility of their own learning and effectively respond to and improve highlighted errors in their literacy
- Provide opportunities for staff to share and observe good practice in literacy developing
- Plan and coordinate literacy form time activities and quality assure what is delivered
- Implement, monitor and evaluate the impact of literacy based interventions, analysing data and working with the Lead Intervention Officer to select target cohorts
- Liaise with parents and celebrate achievement through the weekly newsletter
- Liaise with partner primary schools to ensure quality provision
- Lead and promote whole school literacy events
- Plan and coordinate opportunities for pupils to engage in literacy based extracurricular activities and school trips
- Share the development of whole school literacy strategies and, if required, help introduce and embed strategies in other Dean Trust schools

### **The Assistant Headteacher responsible for whole school literacy will:**

- Ensure that the Literacy Policy is readily available and given a high profile across the school
- Support the Literacy Coordinator in embedding and monitoring literacy strategies across the school
- Promote the literacy developments and approaches across the whole school
- Provide regular opportunities for staff training on literacy
- Monitor and evaluate departments' implementation of the Literacy Policy and its impact on pupil progress to identify areas of strength and weakness
- Monitor exam and assessment outcomes to ensure that no one group is disadvantaged
- Work constructively and collaboratively with other leaders and teachers to maximise pupil attainment and progress in literacy skills across all subject areas
- Remain up-to-date with current literacy initiatives and research to recommend best practice

### **Subject Leaders will:**



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- Ensure that staff in their department fulfil their role within the department, including setting relevant literacy homework and classroom activities
- Identify disciplinary literacy approaches and utilise these for effective literacy provision in their departments
- Ensure that disciplinary literacy is identified in planning and resources
- Promote the whole school reading strategy in their department
- Integrate literacy marking into the department's marking policy and help monitor it through book scrutiny
- Ensure that pupils are exposed to Tier 2 and 3 vocabulary in their departments
- Ensure that 100% pages and wrap-arounds feature subject-specific vocabulary, literacy support and recommended reading
- Ensure that purposeful, subject-specific literacy displays are in all classrooms within their department
- Ensure that all resources are accessible to pupils through the use of available reading data and differentiation
- Identify the literacy training needs of staff in their department and plan for professional development

### **All Staff will:**

- Ensure that they are familiar with the demands of literacy in their department
- Familiarise themselves with pupil reading data, intervention lists and the whole school Three Year Reading Plan
- Embed literacy skills in lessons and homework through planning and development of activities and resources
- Utilise both whole school literacy strategies and disciplinary literacy to aid pupil progress
- Access available literacy training and development opportunities
- Utilise SEND and reading age / ability information to ensure resources are appropriately differentiated and accessible
- Encourage pupils to read widely, often and for pleasure
- Promote literacy as a high priority



Appendix A: Purposeful Reading Poster

# Purposeful Reading

## The Objective

Our fundamental objective is to develop all pupils as strategic readers. Pupils should recognise and apply the clear steps to access and engage with complex, subject-specific texts across the curriculum, ultimately improving comprehension.

## What is Purposeful Reading?

Purposeful Reading consists of five well-research strategies to tackling complex texts. Through rehearsing Purposeful Reading across their time at Rose Bridge, pupils can take ownership over their own reading success, approaching texts appropriately, actively and with confidence.

**1**

### Retrieve

Pupils must think about what they already know about a topic, which should be the focus of the text.

What do you already know about the topic?



**2**

### Predict

Pupils use any clues from the text, combined with their prior knowledge, to predict what the text might reveal.

What do you think will happen in the text?



**3**

### Clarify

Through reading the text, pupils identify words and phrases where they lack clarity.

What do the words in the text mean?



**4**

### Question

Based on their own confusion or curiosity, pupils must generate questions in response to the text.

What questions do you have about the text?



**5**

### Summarise

Pupils reflect on the information they have encountered by extracting key content.

What are the main ideas in the text?



Though the activities for each strategy can differ across subjects and lessons, all aim to support the purposeful comprehension of texts.







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**Appendix B: Literacy Mark Codes**



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Literacy Mark Codes

Paragraphs needed.	//
Capital letters missing.	CL
Spelling error.	SP
Punctuation missing.	P
Missing word.	^
Text does not make sense.	?
Formal writing needed.	F