

The Teaching of Literacy Policy 2022-23

We firmly believe that literacy is an essential skill to enable students to read and write as experts in every subject across the curriculum. These skills are vital to make sense of the world around us. As such, the better we are at these skills, the more successful we can expect to be in life. We recognise that improving literacy can have an impact on students' self-esteem, motivation, behaviour and attainment. We also believe that reading has a direct impact on cognitive and social communicative development.

Our aim is to develop each student's potential to the point where they are reading and writing at – or above – their chronological age. Baseline data will inform us of individual need and appropriate interventions, but Quality First Disciplinary Literacy teaching should be our priority.

Vocabulary:

1. All lessons will include a core vocabulary list, identifying vocabulary that is to be explicitly taught in that lesson – teachers will actively teach this vocabulary using the strategies outlined below:
 - **Select.** Preview the reading material for the lesson/topic/scheme of learning, then determine difficulty, importance for understanding, frequency, etc
 - **Explain the words.** Say the word, write the word, student friendly definition, give multiple meaningful examples, ask for student examples, clarify multiple meanings or misconceptions, link the word to an image (dual coding).
 - **Explore integral words and their meaning:** etymology/common word parts, word families, different disciplines/ subjects' use of the word, MCQ examples, 'think-pair-share', further questions, more examples, related images or ideas, strategies to remember the word/ concept. For polysyllabic words, explore the prefix and suffix meaning.
 - **Consolidate.** Students need to be exposed to a word at LEAST 4 times: test and learn (cumulative quizzing and short answer questions), matching, image quizzes, thinking/application questions, Word in the World, Research and Record.
2. Students will write down core vocabulary each lesson and will highlight core vocabulary in yellow.
3. Students and parents will be issued with half-termly vocabulary list for all subjects to support pre-teaching.
4. Spelling tests of core vocabulary and commonly mis-spelt words to occur weekly in all subjects.

Writing:

1. Pre-assess students' writing using a baseline task in September of each academic year which will be judged and moderated via No More Marking to establish writing ages.
2. Students who fall below their chronological age for writing will be targeted to receive writing specific intervention.
3. Progress tests in writing will be undertaken in the Summer Term of each academic year.

4. Subjects will work with the literacy co-ordinator to keep an up-to date subject disciplinary literacy policy to identify literacy skills taught within subject disciplines and strategies used to deliver these disciplinary skills in lessons.
5. Schemes of Learning of all subjects will identify core vocabulary to be taught, including teaching strategies used to deliver this vocabulary. Disciplinary literacy skills will be signposted within schemes of learning and delivering strategies highlighted. Disciplinary literacy skills will be sequenced alongside curriculum content.
6. All writing will be modelled using 'phased scaffolding' and 'I do, we do, you do' strategy for modelling.
7. Extended writing is expected to be seen in all subjects that require these skills (see subject disciplinary policies), but quality of writing is not to be compromised for length. Teachers recognise that phased scaffolding of extended writing is to be used as a strategy to avoid embedding poor quality writing.
8. Where extended writing is used in the classroom, cognitive load is considered by teachers. Students need subject knowledge in order to achieve successful extended writing. Teachers will use pre-writing teaching strategies to ensure that students have the knowledge required to enable them to write extendedly.

Reading:

1. All students will take NGRT testing at least twice an academic year to track reading age.
2. Students who have been identified as being below their chronological age will be targeted to receive reading intervention.
3. Students who have an SAS reading score of 84 or below will be targeted to receive Phonics Catch Up intervention using Phonics Shed resources and Lexonik Leap reading intervention course.
4. Students who have an SAS reading score of 85- 115 will be targeted to receive a place on the Lexonik Advance reading intervention course.
5. All students in Key Stage 3 are required to have a reading book as part of their 'Everyday Expectations', which can be taken from the library due their fortnightly library lesson or can be brought in from home.
6. All students in Key Stage 3 will partake in fortnightly Reading Fluency lessons, delivered by the English department.
7. Key Stage 3 students will take part in the form time Read Aloud programme, where they will access high quality works of literature from the cannon and modern cannon delivered to them by their form tutor.
8. All subjects will be delivering a reading re-considered curriculum, which puts reading skills at the forefront of teaching, where reading is used to support disciplinary knowledge acquisition. As part of this teacher will:
 - Discuss text types and structure – process? Information? Opinion?
 - Remind students how it is organised.
 - Encourage an academic reading programme around your subject discipline.
 - As the expert reader in the room, the teacher will read the text while students follow and listen.
 - Use Reciprocal Reading strategies with students, such as summarising, questioning, clarifying, and predicting.
 - Respond to the text using a DART task (Directed Activity Related to Text) – this will be either a deconstruction or reconstruction activity.
 - The school will promote reading for pleasure through the 'Get Reading' badge challenge.

- The school will support extra-curricular reading and reading for pleasure by ensuring students have access to the school library before school, during lunch and breaks and after school.

High Quality Academic Talk

1. Teachers will model high-quality academic talk to students within lessons and around the school.
2. Students will be supported by teachers to provide verbal responses to questioning in full sentences.
3. High quality academic talk and discussion to be delivered by form tutors as part of the tutor 'Read Aloud Programme'.
4. Teachers will plan for academic talk in the lessons by considering the following:
 - Why you want students to talk?
 - How will this talk aid learning?
 - How will it deepen comprehension of a concept or skill?
 - Can I use academic talk to improve writing or secure learning and recall?
 - Can I use reading fluency strategies to improve the quality of talk? Choral, Echo etc.
 - Establish routines and expectations for using talk and discussion in the classroom.
 - Scaffolding and model high quality academic talk by using sentence stems.
 - Using structured discussion prompts to support the quality of talk.
 - Making the vocabulary to be used in the academic talk explicit to students
 - The need to reinforce academic talk

Homework setting

1. Teachers will recognise homework setting as an opportunity to pre-teach, practise, revise or consolidate literacy skills. When setting homework tasks, teachers will consider how they can provide students with the opportunity to improve and develop literacy skills. This may include activities such as spelling test lists, reading comprehension, concept/ knowledge pre-read activities, extended writing practise or a DART task.

Marking of Literacy

1. Disciplinary Literacy targets to be identified on DIRT sheets. These will focus on the disciplinary literacy skills that teachers have been delivering in the sequence of lessons leading up to the DIRT assessment and will indicate whether or not students have achieved the skill.
2. Live- marking should be used to identify literacy errors around the classroom during students' independent working time. Errors found during this time will be highlighted in students' books using a green highlighter. While live marking, focus on spelling of tier 2 and tier 3 vocabulary, capital letters, full stops, punctuation marks and use of subject specific vocabulary.
3. Build student editing/self-check routine into the lesson workflow for written tasks.

4. Teacher-marked tasks should use the literacy codes to identify errors and whole-class feedback should encompass teaching students how to correct these errors.

sp	spelling error
ww	wrong word (including homophones)
p	punctuation
?	Unclear meaning
gr	grammar
//	a new paragraph is needed
C	Capital letter needed
/\	Missing word/omission