

This Policy has been adopted and approved by Gippeswyk Community Educational Trust and has been adapted for use by Copleston High School.

<b>LITERACY POLICY</b>	
Approved by GCET/Adapted by Copleston High School	1.9.2017
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Responsible Officer	Vice Principal: Georgina Orrin Literacy Intervention Co-ordinator: Ms Danni Allaker
Policy Number	ACS3

### **Definition of a Parent**

- All biological parents, whether they are married or not.
- any person who, although not a biological parent, has parental responsibility for a child or young person - this could be an adoptive parent, a step-parent, guardian or other relative
- any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person.

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

### **Rationale**

Literacy is an extremely powerful tool which will enable students to access all aspects of the curriculum. Our school's aim is to continually improve the literacy skills of all our students at all levels across all subjects. With parents'/carers' support, we can aim to equip students with the essential literacy skills to achieve academic success and thereby enable them to participate in the highly competitive world of employment.

Each teacher, regardless of subject or key stage, is a teacher of Literacy and therefore must address the following areas wherever appropriate in their lessons:

- The development of students' writing skills, including spelling, punctuation, vocabulary, sentence structure and text structure.
- The development of students' reading skills, including the decoding of unfamiliar words, comprehension skills, fluency and meaning, both implicit and explicit.

- The development of students' oracy and speaking and listening skills, including use of standard English, quality and clarity of expression, vocabulary choices and interacting and responding to others.

*NB: while Speaking and Listening may not be considered by many as 'Literacy', the development of good oral skills underpins writing. Therefore, provision of high quality talk and specific Speaking and Listening activities as a precursor to writing and as a means of developing comprehension and interpretation is an integral part of the Literacy agenda.*

Consistency is the key to developing students' Literacy skills. This policy therefore sets out the actions that must be undertaken by every member of our community in order to achieve our aim.

Please note that Literacy is not the sole responsibility/preserve of the English Department. Whilst reference is made to specific responsibilities within English, these are simply part of the whole school agenda.

### **Aims**

- Support students' learning in all subjects by supporting teachers to be clear about the ways in which their work with students contributes to the development of students' literacy skills.
- Increase students' standards in literacy across the curriculum.
- Promote knowledge and understanding of the students' standards of achievement and assessment in literacy across the curriculum, and the identification of any areas of strength and weakness.
- Raise students' own expectations of achievement, thus raising standards and aspirations.
- Develop a shared understanding, between all staff, of the role of language in students' learning and how work in different subjects can contribute to and benefit from the development of their ability to communicate effectively both in school and in preparation for life.
- Develop students' confidence and ability to express themselves.
- Support the staff team to implement effective literacy development and wider achievement across the school.

## **Promoting Literacy at Copleston High School**

### **Reading**

Reading underpins a student's ability to access the curriculum and thus it is the golden thread that binds the different elements of the student's learning journey. Reading is therefore celebrated at Copleston High School.

Reading also helps pupils to learn from sources beyond their immediate experience and inspires them to acquire knowledge. At Copleston High School, our aims are as follows:

- **To create an environment where reading is practised across the school.**

All form tutors promote reading within tutor time and all students are expected to have a reading book for form time sessions. Reading events, such as author visits, Carnegie and Greenaway groups, Book Mastermind are all promoted across the whole school and led by the Learning Resource Manager. All English teachers keep a stock of modern and classic fiction in classrooms and promote new fiction through starter activities in lessons. Staff are encouraged to keep reading materials in their classrooms.

- **To provide time in school every week for all students to read independently.**

Form time provides weekly opportunities for students to read and this is a high expectation across all year groups. All Key Stage 3 lessons within English start with ten minutes of private reading to help foster an enjoyment of reading. In addition, 'all Key Stage 3 students have a designated 30 minutes slot during a lesson in the library each fortnight focussing on developing reading skills and promoting reading for pleasure.'

Every Friday all students read independently during form time. The Base and The Apex provide weekly reading opportunities with a wide selection of reading material provided. Staff are encouraged to teach reading and include reading as part of their regular lesson structure.

In addition, the PSHE programme 'Copleston Culture' in year 9 provides further opportunity for deeper guided reading and exploration of texts- both fiction and non-fiction- to discuss themes and ideas such as equality, climate change and discrimination and their impact on individuals and society.

- **To promote and support reading in non-school hours.**

Our school learning resource centre is open before and after school and students are encouraged to use this space as a quiet area for reading. All reading groups, such as Carnegie and Greenaway and are held in the learning resource centre during lunchtimes and during WOW.

The Key Stage 3 English curriculum is complimented by homework tasks which expose students to a wide range of engaging and challenging fiction extracts. Many students are inspired to read these novels in full. All subject areas and age groups are encouraged to provide reading lists and activities as part of their wider reading and SuperCurricular opportunities.

Lists of non-fiction extracts for reading and discussion with parents will be provided on the website whereby parents are encouraged to hear their children read- then discuss the articles.

- **To implement a more robust assessment process in order to identify weakness and strength, which in turn is used to inform planning and intervention.**

Students are assessed through the NGRT assessments as well as SAT data to show which support is needed. Students in the lowest percentile are in the literacy groups where they receive four hours of additional English and Literacy skills. Students in years 7 and 8 who are in the 90-95 percentile receive intervention through Literacy forms where English teachers provide focused, tailored intervention to the students. Students in the 95+ percentile receive 1:1 reading with a Sixth-form reading buddy during the BASE reading activity. Some

students with dyslexia and handwriting issues have been addressed through a 1:1 registration session with an English specialist teacher.

## **Writing**

All staff at Copleston High School model high standards of presentation in their writing and will promote high standards of spelling, punctuation and grammar. Our aims at Copleston are as follows:

- **To provide students with a range of challenging writing tasks.**

The Key Stage 3 curriculum in English has been adapted to provide further levels of challenge for our students in order to prepare them for the demands of GCSE level study and beyond. Writing tasks in lessons focus on creative and narrative prose writing tasks as well as transactional writing tasks in line with GCSE English Language. Assessment of student progress across the curriculum is based on formal assessments three times a year with each assessment involving extended writing. Curriculum subjects set challenging accurate, extended writing tasks for students and subject leaders/teachers are expected to monitor and uphold high standards of writing across their subjects.

- **To support writing with frames or scaffolds where appropriate, and use modelling, within subjects.**

All teachers are expected to identify those in their teaching groups whom Literacy presents difficulties. Writing scaffolds are used in lessons, where appropriate, and teachers model good writing in the classroom. Students should know what tone and level of formality they should be using in their writing. Teachers may use mnemonics to help students scaffold their own ideas such as: PEEL, PETAL or PEARLS when modelling writing.

- **To ensure grammar, spelling and handwriting are supported in all subjects.**

- All teachers must ensure that students are writing in full sentences.
- Subject specific terminology is promoted in the classroom.
- Teachers are to demonstrate the appropriate written style for their subject area.
- Students are encouraged to proof read their own work for technical accuracy, using green pens to correct and re-draft ideas.
- All students have access to dictionaries and thesauri.
- Whole school marking codes are used by all teachers with SPAG errors highlighted in red pen. Students are then given dedicated improvement and reflection time (DIRT) to complete their own corrections in green pen. For some students, particularly those who struggle significantly with spelling, spellings will be corrected by the teacher and students will be asked to learn three spellings at a time. Students are provided with a proofreading bookmark to support their own self-assessment of their work.
- Live marking is also common practice and live marking codes are used to enable students to immediately reflect and improve their writing skills.
- Promoting oracy in the classroom is also fundamental to the successful development of written ideas and teachers are expected to embed high expectations from the quality of students' spoken responses.

## **Oracy/Speaking and Listening**

All staff will:

- Lead by example, ensuring Standard English is used at all times and high quality talk is modelled as well as being expected in response.
  - Challenge students when slang or inappropriate colloquialisms are used. Encourage the correct use of English in the classroom environment. Promoting oracy in the classroom is also fundamental to the successful development of ideas and teachers are expected to embed high expectations from the quality of students' spoken responses.
- Encourage students to correct their own speech when errors are drawn attention to.
- Create opportunities for talk in a range of contexts and forms: whole class discussion, small group discussion, paired discussion, individual contribution, role play etc. This is vital in developing confident young people who are aware of current issues and can lead debates and sharing of ideas in a mature, thoughtful manner.

## **Roles and Responsibilities**

### **Subject teachers must:**

- Be aware of those students in each class for whom Literacy presents difficulties and intervene to ensure that their needs are addressed.
- Include a Literacy focus as appropriate in every lesson plan. (e.g. where students are writing for a particular purpose or genre, the teacher must discuss and teach the conventions of the style, and provide good models of the form as an example, to enable the students to succeed)
- Model excellent reading and oral skills
- Use targeted, specific vocabulary instruction to help students access and use academic language. Share the links to other subjects of key terms and vocabulary.
- Use etymological and morphological approaches so key words can be broken down and understood.
- Build on prior knowledge and use prediction and questioning to help improve students' comprehension.
- Where necessary, use the example of Talk, Model, Write. Pupils verbalise their responses carefully before writing. Students dictate the answer to the teacher as they write on the board or use the visualiser to display the ideas.
- Model reading aloud to the whole class to model appropriate standard as well as opportunities to discuss key vocabulary and word choices by the author.
- Mark for Literacy in line with the school's Assessment Policy.
- Ensure that Subject Specific vocabulary is explicitly taught in the classroom.
- Encourage students to confidently verbalise their opinions in an articulate manner.
- Have a strong awareness of their own literacy ability and attend the reading, writing and oracy pillar updates during PLT which will be made available for all departments.

### **Form Tutors must:**

- Promote literacy activities (e.g. reading in tutor periods) during Friday private reading slots and monitor the effectiveness of that reading.
- Model reading fluency skills through reading within the BASE activities

### **Heads of Department must:**

- Ensure that all colleagues are aware of the specific literacy needs of individuals in their classes.
- Provide opportunities within collaborative planning for the sharing of good Literacy practice.
- Ensure that there is a shared understanding within the department of “What good writing in ... looks like”. Consider words and phrases in their planning.
- Ensure that all colleagues adhere to the requirements of the Literacy Policy and the Assessment Policy monitoring of curriculum plans and lessons during informal visits and Learning Walks.
- Ensure all students have opportunities for private and independent reading as part of their subject- either in lessons and/or in SuperCurricular activities.
- Create wider reading opportunities through reading lists.

### **The Senior Leader overseeing Literacy must:**

- Monitor the implementation of existing Literacy practices through Learning Walks, Marking reviews and informal visits to classrooms.
- Further develop and promote Literacy in its widest sense, across the school and with parents
- Liaise with the SENCO, Literacy Intervention Co-ordinator, and Head of English to ensure that the Literacy needs of Literacy Catch-Up students, weaker readers and Pupil Premium students are being met.
- Keep abreast of current developments, sharing good practice and resources across the school via training and the VLE
- Work with the SENCO to provide high quality, relevant training and resources to all staff

### **The SENCO must:**

- Identify those students with the greatest Literacy needs and liaise with English teachers and other colleagues to ensure that those needs are consistently met across the curriculum.
- Liaise with the Senior Leader to identify high quality training opportunities for staff to raise awareness of successful strategies for the promotion of good Literacy skills across the curriculum.
- Liaise closely with the Senior Leader and Literacy Coordinator to help drive the Literacy agenda forward.

## **LITERACY INTERVENTION**

In 2023, Literacy groups will be disbanded, and alternative intervention will be introduced to provide students with reading, writing and oracy skills. These interventions will be run by CTA staff and overseen by the Literacy Co-Ordinator, SENDCo and SLT link.

As usual, this intervention will be targeted at students who achieved a standardised score of below 95 in English and/or Mathematics in their Key Stage 2 assessment tests. A standardised score of 100 is the expected achievement in these tests. Current funding is being used with 51 students for whom this applies in English.

At Copleston High School, we continue to track, monitor and support the progress of the students through regular testing through subject areas as well as through using the NGRT and GL assessments.

Literacy is a crucial skill, and the development of good literacy skills is potentially life changing. In order to drive the Literacy agenda forward therefore, the school will provide a range of Literacy interventions as through ‘waves of intervention’ which are outlined in the following table:

Provision	Description
Wave 1 Inclusive teaching	<p>Students across all year groups should have access to high quality reading, writing and oracy. Students at Copleston are provided the following provision across our curriculum:</p> <ul style="list-style-type: none"> <li>• Compulsory reading for 10 minutes at the start of every English lesson</li> <li>• KS3 reading lessons in the LRC</li> <li>• Staff modelling reading fluency and oracy</li> <li>• BASE reading as part of our tutor programme.</li> <li>• Debating club – open to all students 7-13.</li> </ul>
Wave 2 Additional intervention	<p>In this wave</p> <ul style="list-style-type: none"> <li>• Form time intervention – trial period for one form years 8, 9 and 10 using the Raedwald Trust Reading Spine. If successful in improving reading comprehension, this will be rolled out as a wave 1 intervention.</li> <li>• Reading Buddies – year 7 and 8 students in the 30-40% percentile will have additional support with reading from year 10, 12 and 13 students twice a week in the LRC. This will provide students with 1:1 reading where they can practice their reading fluency with a skilled reader to address inconsistencies, misconceptions and comprehension. Students are on a rota of a 12-week program. This will then be changed to students in the 50+ percentile and 60% retrospectively.</li> <li>• Literacy calendar – students will have access to a range of supportive materials throughout the year in order for them to collaborate in whole</li> </ul>

	school as well as extra-curricular activities through external resources such as the Literacy Trust.
Wave 3 Highly personal intervention	<p>Students for this wave of intervention will be identified from the GL assessments which are conducted at the beginning and the end of each academic year. Students are selected from their GL assessment SAS percentile where the bottom 20% will be entered into a personalised intervention which best suits their form of need. It may be that a student accesses each intervention to ensure all needs are supported.</p> <ul style="list-style-type: none"> <li>Initially, Catch-Up literacy will be ran for year 8, 9 and 10 students where applicable to support their reading fluency. This data will be attained from the GL assessments from June 2023 to start with year 8 and 9 students.</li> <li>Lexonic Leap – phonics-based programme. Initially, the weakest 10-20% of students will start here as well as new EAL students. This is delivered by a trained member of staff for a six-week period. Students will be reassessed using the Lexonic assessment to show progress.</li> <li>Lexonic Advance – students who do not need phonics intervention will be moved to this intervention to allow them to access reading fluency as well as reading comprehension. This is likely to be the students in the 20%-30% of the SAS data collection from the GL assessments. This is delivered by a trained member of staff for a six-week period. Students will be reassessed using the Lexonic assessment to show progress.</li> <li>Handwriting support – staff will work with students to focus on their handwriting and presentation. This will be conducted over a six week period.</li> </ul>

### **Monitoring and Evaluation of Literacy**

- It is the responsibility of the Literacy Coordinator, Heads of Department and the Senior Leadership Team to monitor and evaluate the literacy work taking place within the school and to implement further developments. The team will meet regularly with Senior Leaders, the SENCO and Heads of Key Stage to monitor the progress of Literacy Catch-Up students and discuss appropriate interventions. It is the responsibility of the Literacy Coordinator to write an annual Literacy Action Plan and evaluate progress against objectives met.

### **The Literacy Intervention Coordinator must**

- Select students for Literacy interventions on a needs basis.



- Use all available current data including Key Stage 2 test data, current assessment levels, results of reading and spelling screening tests conducted in Autumn and early summer in years 7 and 8, and teacher recommendations.
- Meet regularly with Senior Leaders, the SENCO and Heads of Key Stage to monitor the progress of Literacy Catch-Up students and discuss appropriate interventions.
- Source and monitor current waves of intervention to ensure students are making progress to help catch students up with their peers as quickly and effectively as possible.
- Oversee the accelerated reader programme and administer the termly testing.

### **The SENCO must**

- Help ensure that as wide a range of Literacy intervention activities are offered as possible.
- Support parents in encouraging their children to participate in Literacy intervention activities.