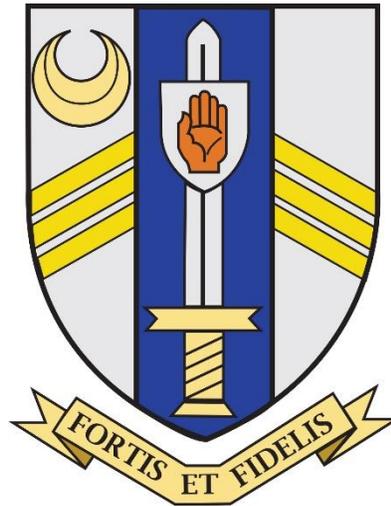


Sir John Nelthorpe School



Literacy Policy

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Consultations / Review	Governors, SLT, Middle Leaders

Literacy Policy

Literacy provides key opportunities for improving learning and raising standards across the curriculum. We believe that improving pupils' literacy skills is vital if we are to allow them to realise their full potential and flourish in the local community and in wider society.

The school adopts a disciplinary literacy approach: each curriculum area recognises the distinct requirements for literacy in their subject area, using teaching opportunities to not only improve pupils and student's ability to read and communicate effectively, but to use these skills to support how well pupils and students know and remember more in the subject area. Therefore, it is the responsibility of all teachers to enhance opportunities for improving literacy in their subject area for students of all levels of attainment.

The aims of the school's literacy policy are to improve pupils' and students' abilities in oracy, listening writing and reading.

LISTENING

- All subject areas should be aware of the importance of listening, e.g., to instruction; information and questions; and to the opinions of others. Students should listen to others to appreciate meanings, intentions, and feelings.

ORACY

- Students should be encouraged to participate in speaking activities e.g., individual, paired and group presentations so that they are able to convey information and ideas for a variety of audiences and purposes.
- Students should be confident and speak in a respectful manner with peers, teachers and other adults, using appropriate register and formality.
- Students should be aware of Standard English, when it should be used and should become conversant in it. Staff should model the use of Standard English.
- Students should understand that oracy is 'real' work and is given high status but is not necessarily an activity which automatically leads to written tasks.
- Students should acknowledge and respect the views of others.
- Subject teachers should ensure that speaking, listening and questioning opportunities are built into schemes of work and lesson plans.

WRITING

- It is important for students to be able to use an appropriate range of writing styles to express their understanding, present information and develop imaginative ideas.

All subject teachers should where appropriate:

- Use a range of strategies to improve pupils' and students' vocabulary through the explicit teaching of tier 2 and tier 3 vocabulary.
- Follow the school marking code to address any inconsistencies or errors in written work.
- Ensure that pupils have the opportunity to address and correct errors following feedback.
- Ensure that an appropriate literacy task is provided for all pupils following marking and assessment.
- Provide opportunities for pupils to write at length and for a range of purposes.

READING

We believe that improving pupils' literacy skills is vital if we are to allow them to realise their full potential and flourish in the local community and in wider society. Reading, both for pleasure and to support academic achievement, are an integral strand of pupil literacy. Therefore, we believe that a discrete focus on the development of reading is a crucial element of achieving the vision that we have for all our pupils.

The school adopts a triangulated approach to developing reading across all key stages. The school aims to:

- Support struggling readers
- Develop a culture of reading for pleasure
- Use reading to deliver curriculum content.

A CURRICULUM

- The provision for disciplinary literacy is overseen by the Director of Learning for Literacy. Faculty leaders are responsible for ensuring that literacy, including reading, is integrated into schemes of work for all year groups. Literacy strategies are then used to deliver curriculum content relevant to the subject area and, in doing so, provide opportunities for pupils to develop their reading ability.
- In Year 7, all pupils are assessed for reading fluency, reading rate, and reading age. Pupils who are not yet at the expected standard, i.e., their chronological age, are provided with intervention to support them to 'close the gap' to their peers.
- In KS3, pupils are set weekly 'Kerboodle Catapult' reading and vocabulary homework through their English teachers.
- In KS3, half-termly reading homework is set across the curriculum
- The school is a member of the Hull Schools Library service, allowing access to contemporary and relevant fiction, and giving pupils a choice of high-quality fiction and non-fiction. By subscribing to the service, the school is able to update the stock held in the Learning Resource Centre on a termly basis.
- Through the English curriculum model, pupils engage with wider reading for one hour per week in whole class guided reading.

- School staff support pupils in their use of the Learning Resource Centre (LRC), providing a positive and quiet environment in which pupils can read independently.
- The Learning Resources Centre Coordinator oversees the LRC and supports pupils in selecting appropriate books to read for pleasure and for academic progress.
- Pupils have access to reading lists which link to several curriculum area, e.g., maths, science, and humanities.
- The 'Fundamental Reading Pathway' tasks pupils to read 5 challenging texts per year.

Relationships with other Policies

Assessment; Quality Assurance.

Monitoring & Review

Middle leaders are responsible for ensuring that there is a high standard of disciplinary literacy provision in their curriculum area, and, through the school's quality assurance processes, ensure that this is effectively implemented in the classroom.

The Director of Learning for Literacy collates information provided by middle leaders and checks this information against the evidence provided through informal drop ins and formal work scrutiny, undertaken through the calendared, regular SLT work scrutiny.

The Director of Learning for Literacy is ultimately responsible for ensuring pupils receive a high standard of literacy provision across the curriculum and professional challenge, support and further training is given when the need arises, following the school's quality assurance and support processes.