



LITERACY POLICY

Aims:

We want our learners to be highly effective communicators who can represent themselves and others with confidence and aplomb. The college will initiate a range of strategies to promote 'Literacy across the Curriculum' for all of our learners, extend the experiences of our most able and support the needs of those who may experience difficulties with literacy.

All teachers are teachers of literacy. As such, the staff at St. John Bosco Arts College are committed to developing literacy skills in all of our pupils, in the belief that it will support their learning and raise standards across the curriculum, because:

- pupils need vocabulary, expression and organisational control to cope with the cognitive demands of subjects
- reading helps us to learn from sources beyond our immediate experience;
- writing helps us to sustain and order thought
- vocabulary helps us to reflect, revise and evaluate the things we do, and on the things others have said, written or done
- responding to higher order questions encourages the development of thinking skills and enquiry
- Improving literacy and learning can have an impact on pupils' self-esteem, motivation and behaviour. It allows them to learn independently. It is empowering.

Roles and Responsibilities

Vocabulary is the prime medium through which pupils learn and express themselves across the curriculum, and all teachers have a stake in effective literacy.

- **Senior Managers:** lead literacy across subjects and give a high profile to literacy.
- **English Department:** provide pupils with knowledge, skills and understanding they need to read, write, orate and listen actively. The team will also promote national/local literacy events and celebrations to enrich pupils' cultural experiences.
- **Teachers across the curriculum:** contribute to pupils' development of vocabulary and reading for pleasure, since speaking, listening, writing and reading are, to varying degrees, integral to all lessons
- **Literacy co-ordinator:** to track and monitor catch up premium learners, provide relevant teaching resources and support the process of CPD across the college.
- **SENDCO:** support learners with specific literacy difficulties using appropriate, personalised learning programmes
- **LRC Manager:** Support learners with homework, research, wider reading and actively promote national/local literacy events and celebrations to enrich



pupils' cultural experience. To monitor usage of the LRC and encourage wider reading, independent research and reading for pleasure.

- **Parents:** encourage their children to use the range of strategies they have learnt to improve their levels of literacy.
- **Pupils:** take increasing responsibility for recognising their own literacy needs and making improvements using purple pens.
- **Governors:** to hold the college to account for the teaching and learning of key literacy strategies. An literacy update will be presented to governors at each full governing body meeting.

Key points for improving Literacy across the Curriculum

It is the responsibility of both staff and learners to raise standards in literacy.

This starts with an expectation that learners should respond in full sentences and in Standard English; teachers are expected to model this, to challenge poor oracy, and to provide learners with the vocabulary necessary for a high-level response.

Before setting their learners to write, teachers should model the process of writing: the reading, the thinking, the oracy, the planning, the drafting and the editing.

Integral in developing pupils' wider reading and reading for enjoyment is how teachers facilitate reading for meaning through using a range of teaching methods and approaches.

- Teachers must foster thinking and talking about texts by creating an environment of rich dialogue and response towards all types of text. The reading of images and film, fiction, poetry and non-fiction is vital in developing talk and response, the starting point for comprehension.
- Questioning by both teachers and pupils is pivotal to improving comprehension. It should involve the explicit exploration and development of literal, inferential and evaluative questioning

Reading

We aim to give pupils a level of literacy that will enable them to cope with the increasing demands of subjects in terms of specific skills, knowledge and understanding. This applies particularly in the area of reading (including from the screen), as texts become more demanding.

We will build on and share existing good practice. We will teach pupils strategies to help them to:

- read with greater understanding;
- locate and use information;
- follow a process or argument;
- summarise, synthesise and adapt what they learn from their reading.

The teaching of reading must be planned within the scope of reading for enjoyment and tasks should engage pupils with the world beyond the classroom.



Teachers should clarify pupils' purpose for reading. They should relate the reading to pupils' lives; pre-teach concepts that might inhibit understanding; and activate or build background.

Teachers must also develop pupils' toolbox of comprehension strategies such as making connections, asking questions and forecasting predictions. It could also involve previewing the text or questions related to the text so that it focuses reading. Teachers should pre-teach vocabulary through games, along with drama, to explore and bring new vocabulary alive.

Teachers will vary the way texts in their subject are read. This could involve silent reading, bringing a text alive by reading to pupils, oral reading by pupils, audio recordings or guided reading. Teachers should do everything to avoid reading becoming a dull and slow business - and this is not achieved by just reading extracts, but on teaching approaches that are imaginative, innovative and lively.

The type of activities used will depend on the purpose of the text or, what needs to be extracted. For example, a Venn diagram would enable pupils to compare and contrast, a story-board or timeline would help pupils sequence events or steps. These response activities develop pupils' reading strategies, their ability to skim, scan and/or read closely, for key words and synonyms, to answer questions, and to comprehend. It also increases pupils' appetite for reading for enjoyment and improves comprehension skills, when underpinned by collaborative talk.

Writing

It is important that we provide for co-ordination across subjects to recognise and reinforce pupils' vocabulary skills, through:

- Making connections between pupils' reading and writing, so that pupils have clear models for their writing
- Using the modelling process to make explicit to pupils *how* to write
- Being clear about audience and purpose
- Providing opportunities for a range of writing including sustained writing.

The structures and vocabulary features of some important types of non-fiction texts

Each department will teach pupils how to write in ways that are specific to that department's subject needs.

The text types are:

- information
- recount
- explanation
- instruction



- persuasion
- discursive writing
- analysis
- evaluation
- Formal essay.

Speaking and Listening

We will teach pupils to use vocabulary precisely and coherently. They should be able to listen to others, and to respond and build on their ideas and views constructively.

We will develop strategies to teach pupils how to participate orally in groups and in the whole class, including:

- using talk to develop and clarify ideas;
- identifying the main points to arise from a discussion;
- listening for a specific purpose;
- discussion and evaluation.

Spelling strategies

Each department will:

- identify and display key vocabulary;
- Use teaching and learning strategies to explicitly teach vocabulary;
- revise key vocabulary;
- teach agreed learning strategies which will help pupils to learn subject spelling lists;
- concentrate on the marking of high-frequency and key subject words taking into account the differing abilities of pupils;
- Test or revise high frequency words regularly.

Monitoring and Evaluation

We will make use of available data to assess the standards of pupils' literacy. Senior managers, the Head of English and the literacy coordinator, will decide how to monitor progress in the school.

Possible approaches are:

- sampling work - both pupils' work and departmental schemes
- observation - pupil pursuit and literacy teaching
- meetings
- pupil interviews
- scrutiny of development plans
- Encouraging departments to share good practice by exhibiting or exemplifying pupils' work.



Differentiation

Pupils of St. John Bosco Arts College are entitled to our highest expectations and support. Some will need additional support and others will need to be challenged and extended. Strategies that we can use include:

- questioning
- adjusting the demands of the task
- the use of additional support
- use of group structures
- resources
- making objectives clear
- creating an atmosphere where pupils evaluate their own others' work as appropriate to the task
- promote ways of structuring learning for able pupils
- Develop a teaching repertoire that supports and challenges able pupils.

English as an Additional Vocabulary

Our pupils learning EAL need to hear good examples of spoken English and also to refer to their first vocabulary skills to aid new learning in all subjects of the curriculum. The use of their first vocabulary enables them to draw on existing subject knowledge and to develop English vocabulary skills in context. Our EAL pupils will be fully integrated across subjects with staff working to ensure that the pupils can access the curriculum. Staff who teach EAL pupils are given additional training and support in developing personalised provisions for each pupil by the SENDCO and EAL specialists.

SEND

Learners with SEND are supported so that they make good progress with their literacy. We monitor our learners to identify any who may be in need of extra literacy support and, through our various intervention programs, differentiated lesson planning and other measures, we provide appropriate resources, mentoring and tailored teaching to address the needs of learners so that they may realise their potential across our curriculum.

Pupils with a reading age of 9.00 or below below 80-90 in KS2 English will be targeted by the SENDCO for specific intervention and support. SENDCO monitors this strategy.

We have identified some priorities that we believe will further improve the teaching of literacy and learning across the curriculum, whilst promoting efficacy in vocabulary, precision of expression and an interest in reading, research and effective communication.

We will teach our pupils with special educational needs appropriately, supporting their learning and providing them with challenges matched to their needs, through



using a range of teaching strategies such as guided group work, writing frames and oral activities.

Learning Resource Centre

The LRC provides diverse reading materials and supports all calendared Literacy celebrations with extra-curricular activities. The LRC also offers structured support for homework and research. Reading and literacy across the curriculum are given high priority.

Pastoral programme

All pupils in KS3 follow a literacy programme in morning registration time with a focus on the teaching of vocabulary, exploring root words, prefixes, suffixes and the etymology of vocabulary. The Literacy Co-ordinator will create weekly resources to share with staff that will be taught via the pastoral curriculum. Year 7 pupils who scored 90-100 on KS2 SATs (Reading) participate in a Reading Buddies programme with Year 8 and Year 9 HAP learners once a week during form time.

The LRC managers will target cohort of learners to participate in extra-curricular activities in the LRC and deliver reading groups tailored to their needs and interests.

Assessment

Available data from KS2 and current reading age data informs planning and assists staff in responding to baseline assessments; setting appropriate targets and subsequent interventions for learners.

The best assessment informs lesson planning and target setting; supporting staff to maintain the pace of learning for our pupils.

All KS3 pupils will complete reading tests using GL Assessment to track and monitor progress in their reading and spelling ages. The results will be used across the curriculum to inform planning and determine target groups.

Internal interim assessments will, in their marking, incorporate an element of specific literacy feedback and target-setting for each student as well as written comments and leveling and/or grading as appropriate.

Book monitoring is carried out by the leadership team and subject leaders as part of the MER process with a specific focus on the implementation of the 'Marking for Literacy' policy and use of constructive feedback.

Reflective and focused learning time (D.I.R.T) using purple pens has been introduced so learners can respond to their teachers' comments using purple pens and make appropriate corrections or amendments.

For detailed guidance on marking for literacy symbols, please see our marking policy.



Staff CPD

Staff are also expected to incorporate elements of literacy in their lessons which is monitored during MER observations.

Each classroom is to display subject specific vocabulary with subject areas encouraging appropriate use of these words.

Specific CPD need are identified through formal observations and SEND and literacy 'drop ins'. INSET Training with specific literacy focus is developed accordingly. This CPD programme will continue to be under review, developed and personalised to support departments in the implementation of successful English department strategies and encourage departments to learn from each other's practice by sharing ideas.

ITT learners and NQTs receive, as part of their induction to the college, training about Literacy across the curriculum and guidance about our policies.

Literacy Basic Standards

- Verbal responses should be extended
- Key words and definitions should be used in every lesson
- Use integrated quotes with detailed explanations whenever appropriate
- Spelling of key subject vocabulary should be practised
- Pupils should respond to the teacher's marking, including marking for literacy
- Pupils and teachers should focus on the presentation of work
- Spelling, punctuation and grammar should be a main focus for all members of staff and all pupils
- Teachers will promote the use of Standard English in lessons and around school.

Strategies to support the development of Literacy across the curriculum

Reading and oracy will be a whole school focus.

A whole school strategy to promote wider reading and reading for pleasure continues to be supported by the school community. Wider reading lists will be displayed on the college website. Subject areas have a 3D book shelf with suggested wider reading texts to extend reading and thinking around their subject, promoting reading for pleasure. A comprehensive Literacy events calendar will be adhered to in order to promote the teaching of cross-curricular literacy with a focus on wider reading and reading for pleasure.

Whole school book-scrutinies will focus on the corrections of spelling, punctuation and grammar.



Quality Assurance

The college has Literacy Coordinator who also leads Literacy across the Curriculum. They have a clearly defined role relating to literacy support, intervention and whole-school policies; their work and progress is monitored by the Headteacher, Line Manager and governors.

Interim assessment data already provides an overview of how each student is progressing across the curriculum. Trends are identified and intervention is targeted at those learners who need it. Policies and strategies are periodically reviewed in light of assessment data and the emerging needs of individuals or sub-groups.

Through their observations of teachers' lessons and through work sampling, SLT will monitor the effectiveness of our Literacy across the Curriculum policy.

Policy Summary

A Literacy mark scheme will be implemented. Thus, pupils' use of Standard English (SE) and accurate spelling, punctuation and grammar (SPG) will be given heightened status in written and verbal feedback.

There will be continued and heightened tracking of sub-groups in order to identify and monitor intervention strategies.