

**Literacy Policy 2019-2020**

**“Literacy unlocks the door to learning”**

* **Kofi Annan**

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| **Date** | **July 2018** |  |
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| **Review Date** | **July 2019** |  |
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| **Chair of Governors** | **Mr E. Griffiths** |  |
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| **Headteacher** | **Mrs K. Retallick** |  |

1. **Rationale**

As a school, Ysgol Nantgwyn recognises that an effective Literacy Policy is central to improving teaching and learning and raising the school’s overall achievement levels. Accordingly, the development of literacy and language skills is not confined to the English and Literacy Faculty. This development is central to pupils’ educational success in every subject, and requires a whole-school approach. All teachers in the school must be aware of their responsibility to improve the language, oracy and reading skills of every student they teach. Ysgol Nantgwyn is committed to raising the standards of literacy of all learners, so that they develop the skills necessary to cope with the demands of further education, employment and adult life. In a world where ‘first impressions count’, Ysgol Nantgwyn recognises that oracy skills are of the utmost importance in developing confident, fluent and articulate young people. We are proud to be in partnership with Voice21 in order to provide the opportunity for our pupils’ to develop these vital life skills.

This policy promotes consistent practice among staff, in the development of students’ literacy and language skills.

1. **Aims**

To improve standards of literacy across the school, by:

* enhancing the quality of learning and teaching through the thorough and deep implementation of literacy across the curriculum;
* promoting a consistent cross-curricular approach in the development of pupils’ literacy skills;
* enabling pupils to read, write and speak with confidence, fluency and understanding in all subject areas;
* ensuring that all pupils read, write and speak at their chronological age and providing support when required;
* giving extra assistance to pupils who are not making significant progress in literacy;
* monitoring support for those who require support in their literacy development to ensure it is effective and appropriate;
* promoting a positive attitude towards literacy;
* ensuring that every pupil experiences a variety of opportunities to develop their literacy skills;
* raising the awareness of every member of staff, to the key importance of literacy for pupil success in all subjects;
* supporting staff in the delivery of literacy, ensuring they become confident in developing the literacy skills of learners in oracy, reading and writing;
* providing bespoke CPD and support for staff and teams of staff to ensure we reach our overall aim.

1. **Literacy within the English Faculty**

**3.1 Lower School – Canu Dysgu Language and Literacy lessons**

* All pupils will undergo baseline assessment for diagnosis, progression, evaluation and support of literacy.
* Pupils will read for pleasure for 20 minutes every day in Group Guided Reading.
* Pupils will complete NRT’s from year 2.
* Pupils will be given weekly spelling tests.
* Key vocabulary will be used in lessons to develop pupils’ vocabulary and precision.
* Pupils’ speech will be corrected when making grammatical or pronunciation errors.
* Pupils will follow the Ysgol Nantgwyn phonics programme from Nursery.
* Pupils will study a range of genres and writing styles and have opportunity to explore writing in a range of forms, for a range of audiences.
* All schemes of learning will provide ample opportunity for pupils to develop their oracy, reading and writing skills.

**3.2 Middle School – Faculty and Caru Dysgu Language and Literacy lessons**

* All pupils will undergo baseline assessments for diagnosis, progression, evaluation and support of literacy.
* Pupils will read for pleasure frequently in lessons.
* Pupils will complete NRT’s throughout middle school.
* Pupils will be given weekly spelling tests by their Caru Dysgu teacher.
* Key vocabulary will be used in lessons to develop pupils’ vocabulary and precision across all lessons.
* Pupils’ speech will be corrected when making grammatical or pronunciation errors.
* Pupils will study communication within their Faculty lessons using Voice21 methodology.
* Pupils will study a range of genres and writing styles and have opportunity to explore writing in a range of forms, for a range of audiences within both Faculty and Caru Dysgu lessons.
* All schemes of learning will provide ample opportunity for pupils to develop their oracy, reading and writing skills.

**3.3 Upper School – Faculty lessons**

* Pupils will read for pleasure for 20 minutes every Friday with their form tutor.
* Pupils will read with their English teacher for 20 minutes at least once a week.
* Pupils will complete an in depth study of three texts from the literacy canon of English literature over the course of upper school.
* Pupils will study a vast range of contemporary and heritage poetry over the course of upper school.
* Speed reading tests will be completed throughout the year within the faculty.
* Pupils will complete NRT’s in year 9.
* Pupils will complete the LAMDA accreditation.
* Pupils will be given fortnightly spelling tests by their English teacher.
* key vocabulary will be used in lessons to develop pupils’ vocabulary and precision.
* Pupils’ speech will be corrected when making grammatical or pronunciation errors.
* Pupils will study both English Language and Literature to GCSE standard.
* Pupils will study a range of genres and writing styles and have opportunity to explore writing in a range of forms, for a range of audiences.
* All schemes of learning will provide ample opportunity for pupils to develop their oracy, reading and writing skills.

**3.4 Literacy throughout the School**

Opportunities for the development of literacy is the responsibility of all staff. Literacy must be embedded, where most applicable within the schemes of learning for all faculties and schools. A literacy working wall should be available in all classrooms with materials that support the development of literacy within each faculty area.

The following should be adhered to by all staff in Ysgol Nantgwyn:

**Oracy**

**All staff will:**

* lead by example, ensuring Standard English is used at all times and is expected in response. Use speaking frames to aid oracy development at all levels and abilities;
* challenge pupils when slang or inappropriate colloquialisms are used;
* encourage the correct use of English in the classroom environment;
* encourage pupils 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;
* provide opportunities (when applicable), for all pupils, within their lessons to deliver formal presentations, give dramatic, speak informally with peers about a task, speak to a range of people adapting their language.
* encourage parental support in the development of oracy and provide support when requested or required.

**Writing**

**All staff will:**

* model high standards of presentation. All work to be presented with date and title;
* model all pieces of writing – never assume that the pupil will know what structure or tone to employ. Use writing frames to aid extended writing for those who need them;
* follow specific systems as referenced in the school literacy mats (PEEL, PAFT etc);
* promote punctuation, spelling and grammar within any writing task;
* take every opportunity to expand vocabulary and range of expression. Be explicit about what vocabulary or key words you expect to find in any given piece of writing. The use of vocabulary ‘starters’ is particularly useful here;
* insist on the use of full sentences within writing tasks;
* take opportunities for peer literacy marking, using the literacy marking key. Focus on one or two aspects per opportunity e.g. are all key words spelled correctly?
* encourage parental support in the development of writing and provide support when requested or required.

**Reading**

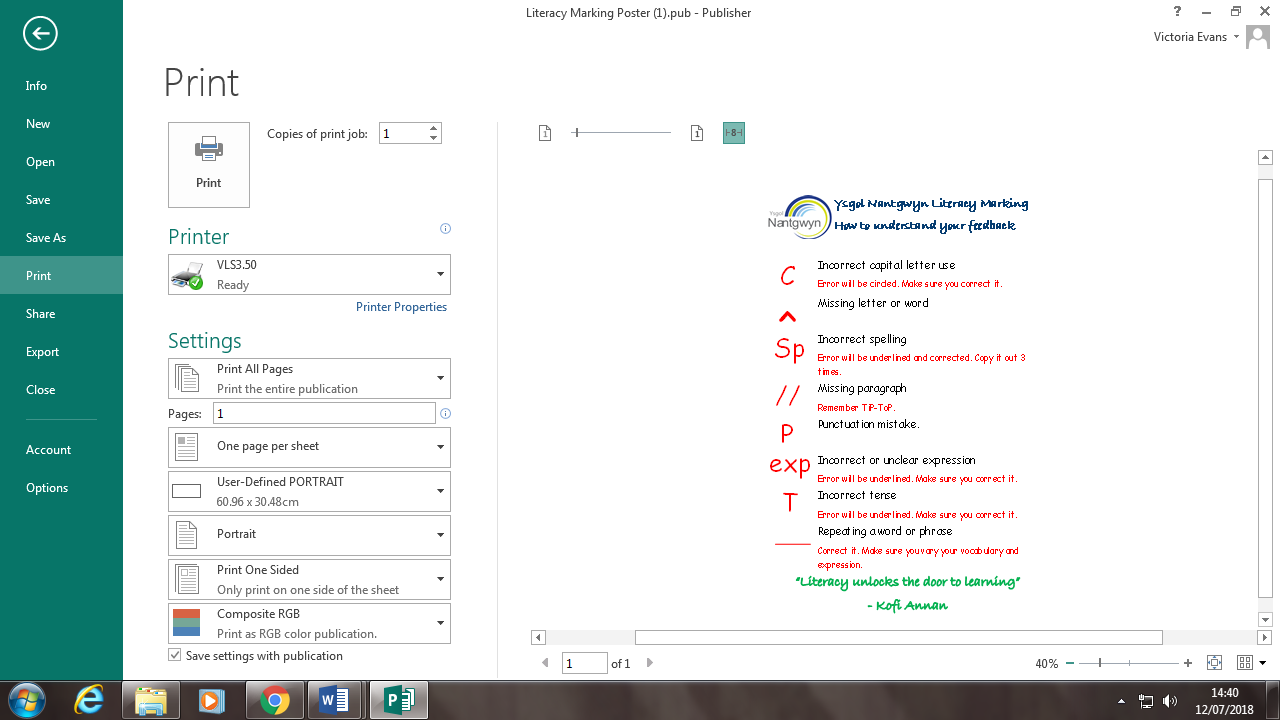
**All staff will:**

* provide opportunities for reading in every lesson, as a class, in groups and individually. Encourage reading aloud if appropriate to task;
* encourage further reading around the subject;
* set reading and research tasks as part of class work and/or homework focused on books/newspapers/online articles etc;
* promote skimming and scanning skills in lessons;
* develop pupils’ ability to locate and retrieve information; to select and interpret information; to collate supporting details within a text; to collate material from a variety of texts, including different types of text;
* take every opportunity to promote the enjoyment of reading. Join in individual reading time (DEAR);
* encourage parental support in the development of reading and provide support when requested or required.

1. **Marking of Literacy**

It is crucial that pupils are exposed to the importance of literacy throughout all of their education. Marking of literacy will play an important role in developing this awareness. The following should be adhered to by all staff when marking literacy:

* follow the Ysgol Nantgwyn literacy marking key when assessing pupils’ work;
* display the marking key/poster in their classroom;
* underline mistakes and place appropriate symbols in the margin. If no margin available, symbols can be placed next to the error;
* **mark up to 5 errors per page**. This does not have to be the first five errors, especially when marking work of students who have low levels of literacy in all areas of spelling, punctuation and grammar. Specific areas may be targeted in different assessments. Ensure that the student knows which particular literacy focus will be assessed beforehand e.g. The particular focus for this piece of writing will be the correct spelling of all key words and the correct use of paragraphs;
* take opportunities to praise, either verbally or through marking, the effective and accurate use of literacy skills;
* ensure marking for literacy is embedded into wider marking policy e.g. correct colour pens used for WWW, EBI, yellow box work etc;
* utilise the self/peer marking of literacy with students marking their own or a partner’s work with red/green pen (as outlined in the whole school assessment policy).



1. **Supporting the development of literacy**

Where a pupil or pupils require further support in their understanding and application of literacy the English Faculty Progress Coach will be available to support as will classroom LSA’s at the discretion of the teacher. Support available will be:

* Group guided reading
* SOUND
* Literacy Launch Pad
* Small group phonics
* 1:1 intervention
* Additional reading time
* Additional spelling support
* Small group oracy

If a range of support has been offered and expected outcomes are not being met, a referral to the ALNCo will take place to ensure pupils are getting the full support they require.

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1. **Responsibilities**

**6.1** The ELC HoF, in conjunction with the Senior Leadership team, has a responsibility to:

* develop their own knowledge and skills in literacy;
* lead, develop, support and monitor the delivery of literacy in all subjects;
* evaluate the effectiveness of the literacy policy and modify it as necessary;
* facilitate and deliver staff professional development and in school coaching/support;
* raise the profile of literacy across the school;
* advise teachers, or facilitate opportunities for teachers, to work collaboratively in identifying the role that literacy plays in their subject;
* coordinate the identification of learners who have fallen behind in literacy and work in conjunction with the ALNCo and appropriate subject leaders to ensure appropriate provision;
* monitor the progress of all pupils;
* collaborate in the development of literacy with the primary feeders; and
* equip parents with the knowledge and resources required to support their child’s literacy development;
* review data and diagnostic analysis to direct teacher planning and guidance and identify intervention needs for pupils.

**6.2 Heads of Faculty have a responsibility to:**

* develop their own knowledge and skills in literacy;
* ensure that pupils have opportunities to develop their literacy skills in their subject;
* ensure that the provision of literacy is meaningful and in line with the age appropriate expectations outlined in ELC non-negotiables, and differentiated where required;
* identify literacy provision within their subject on the scheme of learning;
* provide opportunities within department meetings for the sharing of literacy practice to inform further development;
* work, in conjunction with the literacy coordinator, to support members of the department in their delivery of literacy;
* review data and diagnostic analysis to direct teacher planning and guidance and identify intervention needs for pupils;
* evaluate the impact of literacy intervention on subject progress.

**6.3 Teachers have a responsibility to:**

* develop their own knowledge and skills in literacy;
* be actively involved in their own professional development pertaining to literacy;
* use the ELC non-negotiables to plan and deliver contextualised learning opportunities for pupils to progress their skills;
* monitor the literacy progress of all pupils;
* report to parents on pupils’ progress in literacy;
* review data through diagnostic analysis to differentiate lesson plans to support the progress of literacy of all learners;
* know the literacy barriers for pupils in their groups, difficulties that might be experienced with literacy and adapt teaching accordingly;
* create a learning environment in the classroom which is conducive to developing positive engagement with literacy development and progress.
  1. **ALNCo and Pupil Support have the responsibility to:**
* undertake diagnostic analysis of data;
* identify patterns and groups of learners requiring addition support in their literacy development;
* provide CPD for support staff;
* direct interventions for those pupils with additional learning needs;
* evaluate the impact of literacy intervention for pupils with additional learning needs.

**Workload Impact Assessment**

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| **Policy name:** | **Accessibility Plan** |
| **Date of assessment:** |  |
| **Assessed by:** |  |

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| The policy complies with and is consistent with the teachers’ contractual entitlements. |
| The policy and any related procedures were introduced following full consultation with the each union. |
| The policy and any related procedures include a specific statement regarding workload impact. |
| The policy has been piloted/trailed/evaluated to enable an assessment of workload impact to be made. |
| The impact of the policy and related procedures is that they have not added additional hours of working |
| The policy does not duplicate any other existing policy. |
| All policy has been reviewed in order to access whether any outdated and unnecessary. |
| The College has identified the resources necessary to support the policy, including staff time, any additional staffing and appropriate equipment. |
| Implementation of this policy will not result in any additional meetings/activities that have not been identified within the College calendar, published and revised in consultation with the Unions. |
| All staff (including the headteacher) have had training to ensure that the policy and any related procedures are carried out without increasing workload burdens. |
| The policy and related procedures are reviewed regularly to ensure that additional workload burdens have not been added over time. |