The Fernwood School

High Achievement with Care & Discipline for All"

LITERACY POLICY

This policy will be monitored regularly and evaluated so that it remains responsive to current issues. This will be co-ordinated by the Senior Leader responsible for Literacy.

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Aims and Intentions

The Fernwood School strives to:

- Develop literacy skills in pupils so that they can access a range of texts and understand how to interact effectively in both written and verbal communication
- Promote ways in which all subjects can make a specific contribution to developing pupils' language through the teaching of subject-specific vocabulary and patterns of language
- Ensure that all pupils recognise the importance of literacy as a tool for personal identification, expression, and inclusion in society
- Nurture a love of literacy as part of pupils' life-long learning journey

Rationale

All teaching staff at The Fernwood School are committed to raising standards of literacy due to our understanding that:

- Improving literacy and learning can have a positive impact on pupils' self-esteem, on motivation and behaviour
- If pupils can access texts, they can engage with their learning in a more independent way,
- Literacy is increasingly valued in the world of work and the skills of reading, writing, speaking, and listening are highly valued by our pupils' future employers
- Pupils need language, a broad vocabulary, analytical skills, and organisational control to cope with the cognitive demands of all academic subjects
- Reading helps us to learn from sources beyond our immediate experience
- Developing speaking and listening skills increases the confidence of communicators and active listeners
- Detailed responses to higher order questions encourage the development of thinking skills and enquiry

Roles and Responsibilities

- **The Senior Leadership Team and Headteacher**: lead and give a high profile to literacy development and be responsible for monitoring progress across the school and assessing standards of pupils' literacy
- **The Literacy Coordinator and Intervention Team**: provides targeted intervention to pupils when their Reading Age is lower than their actual age - as demonstrated by the 'Reading Benchmarks'. These interventions focus on inference and deduction, reading for meaning and phonics skills. Whole school strategies are also shared with teaching staff.
- **The SEN Department:** provides targeted intervention to pupils working significantly below expected age related expectations and additional support for pupils with SEN statements
- **Teachers across the curriculum**: aim to develop pupils' literacy through the promotion of effective strategies to support reading, writing and oral communication. This includes our whole school 'Reading for All' document and the use of our Fernwood reading rulers which provide shared reading strategies expected to be used across all subjects. Teachers use the reading test data on Arbor to identify pupils who need additional

literacy support and pupils who need additional literacy challenge within their lessons. Teachers will also complete marking which focuses on literacy skills in accordance with the Green Pen Policy.

- **Librarian**: promotes reading across the school and encourages the development of vital research and study skills
- **Tutors**: deliver a weekly tutor time activity in KS3 and KS4. This varies term to term with activities such as using our Fernwood reading rulers to read and understand new texts (non-fiction and fiction), annual reading events (such as Non-fiction November), and building a love of reading through reading the opening of popular library books.
- **Parents and carers**: will receive information about the strategies the school uses to support literacy as well as ideas and information on how they can promote literacy skills at home every term. Parents of pupils working with the Literacy Intervention team will also be invited to reading evenings in school in order to further develop knowledge and understanding about ways of engaging and motivating readers who may be struggling, reluctant or disengaged. Reading test results will be shared with parents and carers.

Reading

We want our pupils to develop a love of reading and to appreciate and understand the importance of reading for pleasure. Reading can aid spelling, help learners to be more critical and evaluative, and develop their vocabularies

We aim to teach pupils strategies to help them to:

- Read with greater understanding
- Locate and use information
- Follow a process or argument
- Summarise, synthesise, challenge, and adapt what they learn from their reading
- Understand the disciplinary reading requirements for each subject

In order to meet our aims and intentions, the SLT will work alongside the Literacy Coordinator, English Department and library staff to ensure that good practice and usage of the library is promoted across the school by teachers, tutors and the pastoral team.

In addition, all pupils in KS3 will be given a reading test to establish their reading ages every term. Pupils will then be directed to specific strands of intervention delivered by the Literacy Intervention Team, the library, and their teachers. Progress will be monitored. Results will be shared with parents and carers and uploaded to Arbor for teaching staff.

All classrooms are now equipped with a 'reading box' which includes our Fernwood reading ruler and coloured overlays. The reading rulers have four essential reading strategies designed to support children when navigating unfamiliar texts**.** This is implemented across all subject areas to ensure consistent literacy development throughout the curriculum.

Writing

Pupils should have an understanding how language should be adapted depending on purpose, audience, and form. Pupils should be able to create writing which communicates meaning

confidently, accurately, and effectively. They should also be able to respond to other texts succinctly and to demonstrate their competence in comprehension and understanding.

We aim to teach pupils strategies to help them to:

- Make connections between their reading and writing
- Identify models of writing through their reading
- Provide opportunities for sustained written responses
- Express themselves through accurate written expression

In order to meet our aims and intentions, staff will be expected to follow their assessment policy, particularly with regard to literacy. When marking a piece of written work, teachers are expected to correct subject specific spellings and identify literacy errors that impact on meaning.

Staff should also ensure that high standards of written English are made more explicit to pupils. For example, if a task involves pupils writing a response to a question or a task, it is advised that that staff should insist on an approach that involves pupils planning and proof-reading their responses to check for accuracy.

Communication

Our pupils should be able to communicate effectively in a range of formal or informal situations, both inside and outside of the classroom. A pupil's ability to express themselves effectively will be used on a day-to-day basis in their working lives and will be imperative to them in situations such as interviews or presentations.

We aim to teach pupils strategies which will help them to:

- Participate fully in pair and group discussions through their verbal communication
- Discuss and evaluate information and ideas
- Listen for a specific purpose

In order to meet these aims, staff should encourage pupils to speak in Standard English (target language in MFL) and to develop an understanding of the influence of context on register and tone. Furthermore, when pupils are expected to work in groups, they should be made to understand the importance of making contributions to their group and enable others to share their ideas by listening to their contributions.