



Kings' School

Literacy Policy

Policy Reviewed by:	SLT	November 2020
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To be Reviewed	3 Yearly	December 2023

Kings' School Literacy Policy

1. Rationale

- 1.1 All teachers, irrespective of their subject, are teachers of Literacy. As such, the teachers at Kings' School are committed to developing the Literacy skills of our pupils. Our belief is that this commitment will support their learning, enabling them to access the whole curriculum and make the best possible progress across a range of subjects. These skills are also essential in order for them to access the challenging demands of Further and Higher Education and improve their future employability.

As such, Kings' School Literacy Policy represents an ongoing, organic affirmation of these key principles within a cohesive, yet wide ranging curriculum. It underpins both the fundamental elements of Spelling, Punctuation and Grammar whilst also acknowledging creativity and the evolution of Literacy arising from modern technologies. It is only with a collaborative, intentional, whole school approach that pupils will leave Kings' School valuing the holistic importance of Literacy skills.

2. Aims

- 2.1 OFSTED states that Literacy 'should be taken to include the ability to speak and listen effectively alongside the skills of reading and writing'. The principal aims of this policy are to ensure that:

- All teachers promote high standards of Literacy and the correct use of Standard English, whatever the teacher's specialist subject.
- The skills taught in English lessons are reinforced by teachers, and applied with accuracy by pupils, in other subjects.
- Pupils have the skills to succeed in all their exam subjects and also in all the other activities that involve communication.
- Pupils understand the importance of developing their Literacy skills and strive to improve these in preparation for life beyond school.

3. Procedure

- 3.1 The whole-school 'Marking and Assessment Policy' is applied consistently across all subjects. Terms that are specific to a subject area and basic spelling/punctuation errors are corrected in pupils' work.
- 3.2 Key subject terminology from English lessons is used in other lessons with common expectations and conventions reinforced and applied across the curriculum.
- 3.3 Key Stage 3 (KS3) schemes of work will include specific Literacy objectives.
- 3.4 On arrival in Year 7, all pupils sit baseline assessment tests (Cognitive Abilities Tests (CATs), Lucid Exact screening and a Parallel Spelling Test). The results of these tests are then analysed. Discrepancies between a pupil's CAT scores, areas of weakness in Lucid Exact screening and low spelling ages are then investigated with the English Department. Pupils who have not made age related progress or who have shown signs of requiring extra intervention for specific learning needs, will then receive extra support and help via a bespoke catch up curriculum delivered by the Pupil Support Department. Progress of all pupils who have been identified as not having made age related expectations is closely monitored in partnership with the English Department.

- 3.5 Within English lessons, KS3 pupils will be encouraged to develop their academic writing and personal resilience by completing three timetabled, independent speaking and listening activities across the year.
- 3.6 All subject teachers of Year 7 and Year 8 pupils should actively promote and encourage daily independent reading through the Kings' Reader scheme.
- 3.7 To develop reading engagement and depth of understanding, KS3 pupils should be provided with opportunities to complete their reading journals in English lessons, as part of Kings' Reader time or as additional homework.
- 3.8 Pupils arriving in Year 7 who lack confidence in their Literacy Skills are encouraged to attend the extra-curricular Reading Partners lunchtime club, which promotes aspirational attitudes towards Literacy by partnering these pupils with positive role models in Years 10 and 11.
- 3.9 Lessons across a range of subjects should provide opportunities for pupils to develop their spoken skills, with pupils encouraged to use Standard English, academic language and subject terminology precisely and coherently.
- 3.10 Teachers assist pupils in identifying when it is important to use Standard English and when other registers are appropriate.
- 3.11 Key subject vocabulary and high frequency terms are displayed in classrooms and referred to by staff as part of their teaching.
- 3.12 Teachers provide pupils with appropriate reading strategies to help them use dictionaries, glossaries, textbooks and other materials effectively.
- 3.13 Teachers model examples of high quality written work and ensure that pupils are aware of their audience and purpose when writing. Exemplar materials from each subject area should be passed to the Literacy Coordinator on an annual basis and will be made available for use as a basis for shared effective practice across the school.
- 3.14 Pupils are encouraged by their teachers to make use of the School Library in order to support their learning and to develop their Literacy skills.
- 3.15 The School Librarian provides lessons on research and information retrieval for pupils in both key stages. All staff should be aware of the research materials/software available to pupils within and beyond the library to inform best practice and enable higher aspirations for independent study.
- 3.16 Information about pupils' Literacy skills is made available to all staff via Pupil Plans, and the Service [for] Improved Schools Results Analysis (SISRA) and Schools Information Management System (SIMS) packages, to assist with planning and differentiation.
- 3.17 At Parent Information Evenings, the English Department will promote the importance of reading at home and provide strategies for parents to support the development of their children's skills. A recommended reading list will be provided at the Year 6 Transition Evening and on the school website and reading will be promoted from this stage onwards. Individual subject areas are encouraged to create their own reading lists to include both fiction and non-fiction materials.
- 3.18 The English Key Stage 3 Coordinator will meet regularly with English Coordinators from our feeder schools to discuss issues relating to transition.
- 3.19 The Literacy Co-ordinator and, as appropriate, other members of the English Department, should meet with colleagues from local schools to inform and share best practice. This will include moderation of assessed work, joint delivery of INSET to colleagues and shared teaching strategies.

3.20 The Literacy Co-ordinator will also be responsible for sharing the results of this collaboration within Winchester Teaching School Alliance and the wider school staff community including support staff.