LITERACY POLICY

Last Review: February 2024
Next Review: April 2026
Committee   Teaching & Learning

Principles, values and entitlements

- At JCoSS, literacy is the responsibility of all staff, not just of the English department.
- Although the English department's work will explicitly teach literacy skills which are embedded in all aspects of its work, all staff are required to support the development of literacy skills across the curriculum in their own subject areas and day to day teaching.
- Each subjects practises the unique language, ways of knowing, doing and communicating in their respective subject disciplines in their classroom practice and with their students.
- Students have a right to develop literacy skills to the highest possible level in order to qualify them for future opportunities in higher education or the workplace and all staff share a responsibility in helping students achieve this.
- All staff should take a common approach to literacy so that students will receive a consistent and strong message about the high value we place on literacy at JCoSS.

Aspects of literacy

The three principal literacy skills are: Oracy, Reading and Writing.

- Oracy

The purpose of talk in the classroom includes the development of students' ability to question, acquire new concepts and language, collaborate with others, deepen understanding and rehearse ideas and opinions. Students need to be taught how to communicate effectively in a range of contexts of varying degrees of formality, in Standard English where appropriate, for a range of purposes and audiences. Listening is an invisible and largely untaught skill but it is a vital tool for learning. Many adults and students half-listen to talk, television or radio but students are expected to listen attentively in lessons for sustained periods, thus listening needs to be explicitly taught and developed.

- Reading

In order to develop reading proficiency, students need to develop a range of skills from basic decoding, through to inference and deduction, and a critical awareness of the writer's purpose. What students read will take a wide variety of forms including fiction, non-fiction and multi-modal texts. The purpose of reading includes the ability to gather information; to read between the lines; to distinguish between fact and opinion; to understand views of others; to develop empathy, and for enjoyment. Reading activities can be independent, guided or shared.

- Writing

The purpose of writing includes the ability to explore ideas creatively; to share information; to structure an argument; to record information and observation, and to analyse and examine. Writing takes place in a wide variety of forms and students should always be encouraged to consider the purpose of a piece of writing. Opportunities should be exploited for writing for real audiences. ICT is an important tool in the development of students' writing, particularly in drafting and editing writing, but equally students need to be given opportunities to build up writing stamina using handwriting and writing to time, especially in the light of recent examination revisions placing more emphasis on timed, exam assessment. Wherever appropriate, students should be explicitly taught how to structure their writing through modelling and scaffolding, to empower them to eventually be able to do this independently.

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Responsibilities

SLT

- SLT should model and maintain the highest standards of literacy in written communications, displays and assemblies.
- SLT should keep literacy high in the school's agenda through a variety of means including the school's planning and evaluation cycle
- SLT provides support for under-achievement in literacy by timetabling:
  - Mixed ability classes in English with targeted support from LSAs
  - Intervention groups at Key Stage 3 and 4
  - Having an additional group at KS4 to ensure functional skills can be taught to our most vulnerable students

Literacy Across the Curriculum Co-ordinator

- The Literacy Across the Curriculum Co-ordinator will be responsible for the implementation of the policy and its updates.
- The LAC is responsible for promoting and monitoring the delivery of literacy across the curriculum through action research, staff training of various staff groups and providing support for staff with areas of the policy.

EAL Co-ordinator

- Students with English as an Additional Language (EAL) are identified from information garnered on transition. The EAL co-ordinator is responsible for monitoring the progress of EAL students and for planning appropriate support for them.
- The EAL co-ordinator is responsible for liaison with the parents of EAL in matters pertaining to literacy
- The EAL co-ordinator is responsible for liaising with all staff and for directing them to appropriate resources for supporting EAL students

HODs/HOFs

- HODs/HOFs are responsible for promoting literacy in their own subject areas by such strategies as providing opportunities for talk, active reading activities, modelled writing and supplying glossaries/word walls of subject specific vocabulary.
- HODs/HOFs should sample work regularly to review the impact of LAC and to plan necessary interventions.

Form tutors

- Form tutors are responsible for including independent reading regularly during form periods and Key Stage 3 and Key Stage 4 form tutors should promote literacy by including regular form time activities based on literacy.
- Key Stage 3 form tutors will facilitate form time oracy projects (currently running on a trial basis with Year 8 and Year 9)

Subject teachers

- All teaching staff will be provided with information regarding students' literacy from both CAT tests and LUCID screening which students sit on entry to the school. Scores should be used to Adapt teaching and Learning strategies for individual pupils.
- All teaching staff should follow the presentation guidance (Appendix 2). Included in the perfect presentation worksheet are literacy marking symbols which faculties should use in accordance with their individual marking policies.

Appendix 1: Suggested approaches

Oracy
Possible activities:
- Allow students thinking time to prepare their responses
- Allow students to rehearse points in pairs
- Explore ideas through drama and role-play
- Explore ideas through structured scenarios such as debates or Socratic Seminars.
- Use talk to explore ideas in depth
- Solve problems collaboratively
- Ask and answer questions in a variety of discussion situations
- Plan, discuss and evaluate their speaking and listening
- Allocate designated roles in group work
- Use technology to film or record student talk to allow peer and self-evaluation.
- Oracy 21 strategies (available in CPL folder)
- Teachers reframing student language – Alex Quigley "talk like a scientist"
- Establish purpose of listening task
- Model listening to students – build up listening stamina
- Provide support for focussed listening eg note taking frame
- Reviews of listening – evaluate effectiveness of listening
- Listen for and recall the main points of a talk, reading, podcast, television or radio programme. Identify the key features of speech used by presenters eg humour, vocabulary, tone.
- In groups, adopt a range of roles eg scribe, spokesperson, contributor. Demonstrate the ability to work together to solve problems and share ideas. Acknowledge the views of others.

Reading
Possible activities:
- Develop active reading strategies including skimming (glancing quickly through a text to get the gist of it) and scanning (searching for a particular piece of information in a text)
- Encourage close reading of a piece of text eg provide a summary of key points
- Pre-teaching of key vocabulary using a variety of methods e.g. Frayer model
- Use drama to explore themes and ideas in a text
- Use guided reading (small group working in a focussed way with an adult)
- Use DARTS (Directed activities related to texts)
- Reconstruction activities – using modified pieces of text. The original text is broken down and given to the students in segments with gaps
    - Text completion (Cloze) - students predict deleted words/phrases/sentences
    - Diagram completion - students predict deleted labels on diagrams using texts and other diagrams as sources
    - Table completion – students predict deleted items using table categories and text as sources
    - Disordered texts – students predict the logical order or classify segments of texts
    - Prediction – students predict the next part of the text
- Analysis activities
    - Underlining or highlighting- student identify key words that relate to a specific aspect of content or particular viewpoint
    - Labelling – students label segments of text using a set of labels provided
    - Segmenting – students divide paragraphs or sections of a text and label
    - Diagrammatic representation of a text – students construct a diagram of the text eg flow chart, concept map etc
    - Tabular representation – students extract information form a text and represent it in a tabular form

- Recreation Activities
  - Transforming the text into a different form to demonstrate deep understanding of it. For example:
  - Verbal news report
  - Newspaper article
  - Pictorial presentation
  - Comic strip
  - Poem
  - Storyboard
- 3. Evaluation
  - Encouraging students to comment on the impact of language on the reader in speech or writing
  - Considering the writer's intention in speech or writing

Writing

Possible activities:
- Establish both the audience and purpose of the writing
- Provide models of the text type eg news article and identify the key features that you expect the students to use prior to writing
- Encourage careful planning eg mind mapping, brainstorming/thought showering to ensure that students have enough points to make
- Model writing for students
- Allow students opportunities to rehearse their ideas in writing by providing opportunities for low stakes formative writing, as well as summative writing. For example, answering shorter, broken down questions on a subject before tackling the extended written answer.
- Scaffold students' writing by using writing frames and gradually withdraw them
- Joint composition eg in pairs/groups
- Give students opportunities to develop and sharpen ideas eg peer assessment
- Use guided writing – (small group working in a focussed way with an adult)
- Provide feedback to students during the writing process Assessment for Learning (AFL) as well as afterwards
- Encourage students to consider their writing on a variety of levels, whole text, sentence and word level

Spelling

Possible activities:
- Display key words in classrooms.
- Refer to etymology (bi+cycle)
- Reinforce that spelling of words is a learned skill, one we continually need to re-visit.
- Encourage students to use dictionaries.
- Use correction code as **prompts.** Underline students' mistakes and encourage students to make their own corrections.
- Use peer to proof read another student's work.
- Use the correcting of spelling as a learning opportunity ie ask students to find ways of learning the spelling of subject specific words by mnemonics.
- Break it into sounds
- Break it into syllables (re-mem-ber)
- Break it into affixes (dis+satisfaction)
- Words within words (there's **a rat** in sep**arat**e)
- Say it as it looks (Wed-nes-day)
- Use analogy (bright, light, night)
- Apply spelling rules (where they exist!) eg active +ly
- Learn by sight look/say/cover/write

- Create calligrams (visual representations of words that reflect their meaning) to emphasise silent letters etc.
- Word games with subject specific vocabulary eg hangman, matching, Bingo, Pictionary, Just a Minute, Taboo

Resources available in the PPL folder, On Teams or the LRC

- Subject specific material from the Secondary Strategy
- English faculty Next Steps Reading and Writing Sheets
- LRC reading lists for KS3 and KS4
- Education Endowment Fund 7 steps of Literacy recommendation
- Friday focus resources (available in Friday Focus Folder)
- Averil Coxhead's Academic word list
- APO presentations to all staff on key aspects of Literacy
- Oracy 21 framework