



Alderman White School

A member of The White Hills Park Trust

Literacy Policy

National Curriculum in England: framework for key stages 1-4 states that *“Teachers should develop students’ spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for students, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.”*

EEF Guidance Report: Improving Literacy in Secondary Schools 2021 states that *“Literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life.”*

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Literacy Policy

Questioning and collaborative learning are at the heart of our academic aims and methods, as described in the Teaching and Learning policy. Students acquire skills in speaking and listening, literacy and numeracy. Attention is paid to these skills across the curriculum. Students are assessed in literacy and numeracy by formal examinations and tests. Student participation in class at every level ensures that high standards of speaking and listening are maintained, the latter also tested by written work and formal examinations.

Lessons are conducted in English; where English is not the students' first language, we ensure that we are satisfied at the point of entry that the student is able to cope with the teaching provided. Our intention is that students receive intensive support from the Multilingual leader.

[The importance of reading to a whole-school curriculum is at the heart of student progress.](#)

Our approach to the reading curriculum develops students' fluency, confidence, and enjoyment in reading.

Teachers ensure that their own speaking, listening, writing, and reading of English support students in developing their language and vocabulary well.

1. Rationale and aims:

All teachers are teachers of literacy.

Teachers should "demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject." (Teacher Standards)

We are committed to developing literacy skills in all of our students, in the belief that it will support their learning and raise standards across the curriculum, as:

- students need vocabulary, analytical skills, expression, and organisational control to cope with the cognitive demands of subjects.
- language helps us to reflect, revise our beliefs and evaluate ourselves and others.
- developing effective speaking and listening skills builds confidence.
- responding to higher order questions encourages the development of thinking skills and enquiry.
- reading helps us to learn from sources beyond our immediate experience.
- writing helps us to sustain and order our thoughts.
- improving literacy and learning can have an impact on students' self-esteem, on motivation and behaviour; it allows them to learn independently.
- literacy skills are essential to higher education and employability.

2. Skill Development

Oracy

We recognise the importance of high-quality discussion, questioning and dialogue with students, as part of our endeavour to secure 'Quality First' teaching in every classroom. We will teach students to use standard English 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 students how to:

- participate orally in groups and in whole class activities, both formally and informally
- use talk to develop and clarify ideas.
- identify the main points to arise from a discussion.
- listen for a specific purpose.
- discuss and evaluate.

Reading

We endeavour to give students a level of literacy that will enable them to cope with the increasing demands of reading in all subjects in terms of specific skills, knowledge and understanding and also ways of responding to texts. This applies to the reading of a variety of texts including fiction and non-fiction (including the use of ICT).

We will teach students strategies to help them to:

- read with greater understanding and meaning.
- locate and use information.
- follow a process or argument.
- summarise, synthesise, challenge, and adapt what they learn from their reading.
- help them to make effective notes.
- identify the main ideas in a text.
- evaluate sources.

Writing

We endeavour to give students a level of literacy that will enable them to cope with the demands of writing in all subjects. We will teach them specific writing skills, develop their ability to write in different styles and also teach them to recognise the importance of audience. It is important that we provide for co-ordination across subjects to recognise and reinforce students' language skills, through:

- making connections between reading and writing of students, so that students have clear models for their writing.
- using the modelling process to make explicit to students how to write; being clear about audience and purpose, using the sequence for writing model.
- providing opportunities for a range of writing styles including sustained writing.
- using and referring to evidence to support and reinforce thinking and enabling students to respond critically to texts through effective and clear writing approaches.
- Literacy focus for target tackling completed in green pen, including technical errors.

Implementation at whole-school level

3. Roles and Responsibilities:

Literacy and Library TLR postholder: To lead the whole school literacy strategy, sharing strategies and approaches with all staff, and ensure that the library inspires a love of and engagement with reading for all students.

English Faculty: provide students with the knowledge, skills and understanding they need to read, write, and speak and listen effectively.

Teachers across the curriculum: provide a consistent approach to students in the development of language, since speaking, listening, writing, and reading are integral to all lessons.

Students: understand what strategies are being used in lessons, take increasing responsibility for recognising their own literacy needs, make improvements using such strategies and commit to reading widely outside of school. Students are to use green pen in all subjects to develop an understanding of common errors in their work and how to improve their literacy standards across all subjects regularly.

Parents: should encourage their children to read at home and write with accuracy.

SENCO: the SENCO and Teaching Assistants will identify appropriate support for students requiring urgent intervention, and co-ordinate the process for assessment for exam access arrangements.

Library Team: the library is pivotal in supporting the development of literacy and provides a secure supportive working environment to develop project or research work. The library assistants should:

- help promote reading for pleasure across the school
- provide facilities and support to encourage independent reading and writing

Each academic year, key staff will identify and implement new approaches through INSET and Teaching and Learning Briefings.

Governors: governors may meet with staff and students (e.g., at link visits) and report progress and issues to the governing body.

Support and Monitoring

4. Whole School Approaches:

Modelling high standards of literacy

All teachers and Teaching Assistants should model and reinforce high standards of literacy in their verbal and written interactions with students.

We recognise that some staff may have SEND needs, for example in relation to dyslexia, hearing, or speech. We will ensure that colleagues are supported to model literacy if necessary and ensure that adjustments are made in line with the requirements of the Equality Act 2010. We will discuss with colleagues what adjustments or support they require and how we can support this.

Reading for Pleasure

We recognise the importance of encouraging students to read for pleasure, as cited in the Reading Framework for Primary and Secondary schools (DfE 2023): "Wide recreational reading expands pupils'

knowledge about the world and about language, as well as their understanding of subject-specific academic and technical vocabulary.

To foster reading for pleasure we seek to:

- deliver weekly lessons in the library for years 7 and 8; regular lessons for year 9.
- develop participation in local and national reading for pleasure initiatives, such as Carnegie and Brilliant Book Awards.
- maintain a vibrant and well-curated library stock that responds to student interests and requests.
- build networks with other schools within the trust to share good practice, especially at the transition from primary to secondary school.

DEAR

As part of the drive to promote reading for pleasure, teachers will promote and support a **DEAR** (drop everything and read) session for 10 minutes in tutor time at the start of the day and the first fifteen minutes of period 5 every day. This will reinforce the accelerated reader programme delivery which is managed in library lessons at KS3.

5. Disciplinary Literacy

All curriculum unit overviews should list disciplinary vocabulary and literacy outcomes (where appropriate for the subject). These objectives should focus on oracy, reading and writing. Teachers should build activities that develop and utilise appropriate literacy skills into their planning.

6. Monitoring Progress

Across the school we shall:

- identify the strengths and weaknesses in students' work.
- use Assessment for Learning as a means to address areas of weakness.
- seek to identify progression in the main forms of reading, writing, speaking, and listening undertaken in each department and strengthen teaching plans accordingly.

Assessment

Assessment for Learning, involving aspects of literacy, should be used frequently in order to inform lesson-planning and target-setting, helping teachers to maintain the pace of learning for students and raise overall standards in literacy.

Assessment involving literacy should be subject specific and on an individual basis, following the marking policy for each subject.

7. Targeted Intervention and Support

a) Multilingual students

Our multilingual students need to hear good examples of spoken English and to refer to their first language skills to aid new learning in all subjects of the curriculum. The use of their first language enables them to draw on existing subject knowledge and to develop English language skills in context. For example, a group of students can learn about paragraph organisation in their mother tongue.

As a school we will seek to:

- provide specific support in small focus groups.
- provide differentiated resources for multilingual students in lessons as appropriate.
- provide clear targets for multilingual students to improve at their own pace.
- allow the use of L1 (first language) in lessons where necessary.
- provide speaking and listening opportunities where possible to foster the development of spoken English.
- deliver key reading and writing interventions dependent on individual need.

7b. Students with SEND needs

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

We will seek to:

- use a range of teaching strategies to develop reading, writing, speaking, and listening skills.
- provide differentiated resources tailored to student specific needs.
- offer small support groups.

7c. Pupil Premium students

We will work with key staff to ensure that disadvantaged students are monitored and given support with their literacy skills, in order to close the attainment gap.

We will seek to:

- use a range of teaching strategies to develop the reading, writing, speaking, and listening skills of identified gifted and talented students in specific subjects.
- provide differentiated resources that are designed to extend and challenge pupils in all areas of literacy.
- focus on areas of language use to improve technical accuracy in writing.