



The Angmering School

Ambition

Courage

Respect

LITERACY Policy

2023

Ratified by Governing Body 22.03.2023

Next Review: March 2025



Introduction

All teachers are teachers of literacy. As such, the staff of The Angmering School are committed to developing literacy skills in all of our pupils, in the belief that it will support their learning and raise standards across the curriculum, because:

- pupils need vocabulary, expression and organisational control to cope with the cognitive demands of subjects
- reading helps us to learn from sources beyond our immediate experience;
- writing helps us to sustain and order thought;
- oracy helps us to communicate effectively and develops higher order thinking
- language helps us to reflect, revise and evaluate the things we do, and on the things others have said, written or done;
- responding to higher order questions encourages the development of thinking skills and enquiry;
- improving literacy and learning can have an impact on pupils' self-esteem, on motivation and behaviour. It allows them to learn independently. It is empowering.

All schemes of work and most, although not all lessons, will include specific literacy objectives. At KS3, these would be taken from the 'Framework of Objectives', with a particular focus on the 'bold' objectives (The national curriculum in England - Key stages 3 and 4 framework document) The following framework is also central to this policy: The reading framework - teaching the foundations of literacy

These objectives will inform what is taught, how it is taught, what is learnt and how it is learnt.

Ofsted (2018), School Inspection Handbook: 172. Inspectors will consider the impact of the teaching of literacy on outcomes across the curriculum. They will consider the extent to which the school intervenes to provide support for improving pupils' literacy, especially for pupils at risk of underachieving.

Department for Education (2012), Teachers' Standards: 'Teachers must demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever their specialist subject.

Ofsted (September 2013) Initial Teacher Education (ITE) inspection handbook: Schools involved in ITE partnerships should ensure their training equips trainees with the necessary literacy pedagogy.

There is no one right way to improve literacy, rather a series of interlinked strategies that underpin student progress across all subject areas.

Our Literacy Development Plan details further targets for improvement this year. Literacy and Oracy Plan 2022-2023



At Angmering we focus on:

Improving reading ability and reading for pleasure.

We aim to give pupils a level of literacy that will enable them to cope with the increasing demands of subjects in terms of specific skills, knowledge and understanding. This applies particularly in the area of reading (including from the screen), as texts become more demanding.

We will build on and share existing good practice. We will teach pupils strategies to help them to: read with greater understanding; locate and use information; follow a process or argument; summarise; synthesise and adapt what they learn from their reading.

Strategies that can be used to help pupils cope with the increasing demands of subjects are delivered through CPD.

On a weekly basis this is implemented through DEAR (20 minutes of daily reading), and supported at KS3 through the Accelerated Reader (AR) programme and the STAR reading tests. KS3 Teachers are responsible for the administration of 3 x STAR tests over the academic year. Tutors are responsible for the administration of AR quizzes. The Librarian is responsible for the issuing of rewards for reading.

Additional support for reading is delivered through Lexonik, a targeted vocabulary decoding intervention, and also peer to peer support in the Personal Trainer programme. (*COVID-19 suspension applies currently)

This work is further supported by the affix/prefix/suffix of the week.

Improving accuracy of written work.

It is important that we provide for co-ordination across subjects to recognise and reinforce pupils' language skills, through:

- Making connections between pupils' reading and writing, so that pupils have clear models for their writing;
- Using the modelling process to make explicit to pupils *how* to write;
- Being clear about audience and purpose;
- Providing opportunities for a range of writing including sustained writing.
- Planned questioning in the classroom to develop thinking.

This is implemented through a whole school marking policy and celebration of spelling skills (Spellathon). Spelling, punctuation and grammar marked by all teachers.

Improving quality of speaking and listening.

One of the biggest barriers to young people making good progress is a lack of eloquence. We aim to provide classrooms rich in talk, in which questions are planned, peer conversations are modelled and scaffolded and the teacher uses talk skilfully to develop thinking. Within the classroom, students should be given a variety of opportunities to develop confidence in talk, to use language precisely and coherently and learn how to analyse and talk about talk.



Students should be able to listen to others, respond and build on their ideas and views constructively: talk in the classroom should aid analysis and higher order thinking. Our aim is to elevate speaking skills so that they have the same status as reading and writing.

Oracy is taught through weekly, tutor lead sessions, further developed by discussion and debate opportunities during 'Talky DEAR'. We develop strategies to teach pupils how to participate orally in groups and in the whole class, including: using talk to develop and clarify ideas; identifying the main points to arise from a discussion; listening for a specific purpose; discussion and evaluation.



All staff need to understand how talk aids analysis and understanding of their subject. Staff training needs will be met through CPD modules focusing on useful strategies such as the management of group talk and listening.

Roles and Responsibilities

- **Senior Leaders:** lead and give a high profile to literacy;
- **Teachers:** provide pupils with knowledge, skills and understanding they need to read, write and speak and listen effectively;
- **Literacy co-ordinator:** supports departments in the implementation of strategies and encourages departments to learn from each other's practice by sharing ideas. A Lead Literacy LSA supports in-class and intervention literacy work.
- **Oracy Lead** supports and develops oracy strategies across the school and through assemblies.
- **Parents:** encourage their children to use the range of strategies they have learnt to improve their levels of literacy;
- **Pupils:** take increasing responsibility for recognising their own literacy needs and making improvements;
- **Governors:** an identified governor will meet with staff and pupils and report progress and issues to the governing body and stakeholders termly.

Across the school we shall:

1. Identify the strengths and weaknesses in students' literacy across the school.
2. Plan for, assess and adapt lessons to support literacy skills across the curriculum
3. Promote the identified literacy cross-curricular priorities for each year.
4. Seek to identify progression in the main forms of reading, writing and oracy undertaken in each department and strengthen teaching plans accordingly.
5. Review this literacy policy annually.

➤ Key Priorities Agreed for 2023/2024:

- ***Reading - breaking down complex texts***
- ***Writing - developing extended writing skills***
- ***Oracy***