



ROWHILL SCHOOL LITERACY POLICY

Head Teacher

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Policy ratified

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Policy Review

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Rowhill School Literacy Policy

Intent

Literacy underpins the school curriculum by developing pupils' abilities to communicate verbally and non-verbally, access written information as well as reading for pleasure. The acquisition of these skills is vital to pupils' development across the curriculum and to function independently and successfully in the wider world. Rowhill School includes pupils from Foundation Stage, KS1, KS2, KS3 and KS4 and a consistent, uniformed approach is required that meets the needs of pupils across the age spectrum. The development of these fundamental skills supports learning and achievement across the curriculum and it is the responsibility of teachers and support staff from all subjects and Key Stages to ensure that pupils are able to access the right of literacy.

Aims

- Raise the standard of literacy.
- Develop pupils' confidence and self-expression.
- Raise pupils own expectations of achievement.
- Develop a shared understanding amongst staff of the importance of literacy to pupils learning across all curriculum areas.
- To develop communication skills so that pupils can speak fluently and confidently, listen, understand and respond to others in both formal and social situations.
- To develop reading so pupils can read a wide range of texts with fluency, accuracy and understanding.
- To develop writing for a range of purposes using accurate punctuation, correct spelling and legible handwriting.
- To ensure pupils will be more prepared to enter post 16 education and the world of work
Equal Opportunities

It is important that every child should be offered equal opportunities and equal access to the curriculum regardless of race, class, gender or religion. As a school for children with behavior an learning difficulties it is imperative that we include all pupils within the literacy curriculum, in order to achieve the aims of the school's literacy policy.

Promotion of pupil's personal development

Through the use of appropriate texts and opportunities for speaking and listening, reading and writing pupils will be given opportunities to:

- Understand the values of right and wrong.
- Treat people and property with respect, care and concern.
- Collaborate, cooperate and work effectively with others.
- Develop an understanding of our literacy heritage.
- Develop an understanding of British values.
- Develop resilience, confidence and independence.
- Develop an understanding of how to keep physically and mentally healthy.

Implementation

Role Of The Teacher and Teaching Assistant

- a) **model:** as a skilled user of language, the teacher's role is the central element in fostering positive attitudes towards literacy;
- b) **facilitator:** providing a supportive and stimulating environment, organizing purposeful activities and enabling children to develop literacy skills;
- c) **initiator:** providing a variety of resources and opportunities for a wide range of balanced activities to encourage the development of skills in talking, listening, reading and writing;
- d) **monitor:** observing and recording the development of skills in literacy;
- e) **assessor:** evaluating and assessing the development of skills in literacy.

Reading

In order for pupils to become fluent, accurate and functional readers, staff need to consider:

- **The classroom environment positively encouraging reading via displays, key words, sound boards.**
- **Pupils throughout the school following Read, Write Inc (fresh start and spelling) .**
- **Pupils in The Transition Hub and Vocational Hub using the Accelerated Reader Programme**
- **Pupils in the Primary Department using the Oxford Reading Tree, as well as a wide range of accessible, stimulating fiction and non-fiction books.**
- **Pupils in the Secondary Department reading a variety of accessible, high interest books, either as class readers or via accelerated reader.**
- **Pupils in Secondary Department reading every morning during registration.**
- **Pupils reading regularly on a one to one basis.**
- **Pupils participating in paired reading.**
- **Pupils reading a class novel.**
- **Phonics being taught across the curriculum.**
- **Intervention Programmes TRUGS (teach reading using games).**
- **Pupils being encouraged to take reading books home to foster a reading culture**

supported in school and at home.

- **Pop up literacy:** Classes choosing a book linked to a pop up literacy author. The teacher using the book as a literacy project. The author will visit the class and then work with the group in workshops at school. The programme finishes with a two-week festival involving classes across the school and the different authors.
- **World Book Day:** a variety of different events, activities and trips out that are designed to enthuse and stimulate an enjoyment of reading.

Writing

In order for pupils to write for a range of purposes, using accurate punctuation, legible handwriting, correct spelling and grammar staff need to consider:

- The classroom environment positively encouraging pupils to write via displays, key words, word lists, sound boards, dictionaries and thesauri.
- **Talk for Writing:** Pupils across the school using the Talk for Writing principles to develop confidence and writing skills, which involves a process of: planning, imitation, innovation, independent action and assessment. It enables children to imitate the language they need for a particular topic orally, before reading and analyzing it, and then writing their own version.
- **Audience:** pupils needing to be aware of who they are writing for; themselves, peers, a wider school audience, or for the wider community.
- **Purpose:** pupils needing to be aware of why they are writing; to inform, to describe, to persuade, to recount, to explain or to discuss.
- Use a variety of written forms; letters, diaries, lists, newspaper and/or magazine articles, stories, E-Mails, scripts, reviews.
- **Independent writing:** to be encouraged, however some pupils need extra support in terms of writing frames and through the use of Clicker 7. Try to avoid scribing every sentence for the pupils. However, certain pupils will need a higher level of assistance and in order to develop their self-confidence and self-esteem to attempt writing will need significant support, praise and encouragement. Their writing ability will develop at a more gradual pace.
- **Independent editing:** Pupils need to be able to check that their writing makes sense and make amendments. There should be opportunities for pupils to work independently, use a peer to check their work as well as receiving guidance from teachers.
- **Spelling** needs to be taught specifically and needs to be taught following the Read, Write inc programme.
- **Pupils learning to read and write the 100/200 high frequency words.**
- **Handwriting** needs to be specifically and systematically taught and revisited throughout the primary and secondary department.

Speaking and Listening

In order for pupils to speak clearly, fluently and confidently, to listen and respond to others, to

interact and communicate effectively in formal and informal situations staff need to consider

- Pupils feeling relaxed, accepted and affirmed
- Speaking is planned.
- Pupil's contributions being valued.
- Pupils understanding that speaking is work.
- Provide a wide range of opportunities, activities and experiences to promote speaking.
- Vary classroom organization so pupils have the opportunity to work in pairs, small groups and larger groups, as well as, varying the composition of groups and the roles within groups.
- Vary resources utilized to support learning.
- Staff model expressive language.
- Staff model the use of Standard English.
- Pupil's development in speaking and listening supported by specialist speech and language programmes delivered and coordinated by the speech therapist.
- Pupil's development supported Social Use of Language Programme (SULP).

Parental and Carer Involvement

Parents and carers are invited and encouraged to take a full and active role in their child's development. Pupils are encouraged to take books home to read and there are systems in the primary and secondary department to facilitate this need. Parents are regularly informed of literacy developments via the school newsletter and the school website. Parents can also access their child's progress on the accelerated Reader Programme from their PC at home. Parents and Carers can get regular information from their child's class teacher as well as from parents evening and from the Annual Review.

Extra-Curricular Provision

- Lunchtime reading clubs.
- Activity time library visits.
- Visits to the theatre and cinema to support learning in the classroom
- Theatre company performances at school.

Year 7 Catch Up Fund has been used specifically for improving pupils' literacy

Year 10 and 11: Pupils in the Vocational Hub are offered 1:1 or small group tutoring after school to develop their literacy skills, prepare them for external examinations and to develop their functional literacy skills, so they can adapt successfully to Post 16 education or training.

Impact

- Pupils are assessed in writing, reading, speaking and listening at the end of every term and given a formal Pupil Asset level once every two terms.
- Pupil Asset is used to determine pupils' levels and monitor progress.
- Regular levelling meetings are held throughout the school year to ensure consistent assessment across the school.
- Inter-school levelling meetings are also attended to ensure the school is levelling consistently in comparison to national standard and in line with other KASS special schools.
- The Accelerated Reader Programme, currently being used in Transition and the Vocational Hubs offers a variety of assessment opportunities including; the initial ZPD test, reading ages and National Curriculum Levels based on successful completion of quizzes of levelled books read.
- Pupils are also assessed for phonological awareness using the assessments from the Read Write Inc. programme.
- KS 2 pupils, dependent on their levels of achievement, will participate in SATS.
- KS 4 pupils are entered for Step Up to GCSE Gold and Silver Award, dependent on ability are entered for Functional Skills Level 1 in Reading, Writing and Speaking and Listening as well as GCSE English Language.

Progress Monitoring

- After the term assessments staff then determine pupil progress by analyzing data.
- Staff directly responsible for literacy, class teachers in the Primary Department and English teachers in the Secondary Department, report to line managers pupils making good, satisfactory and poor progress.
- Staff can then, if necessary outline the barriers to learning, plan interventions, refer pupils for extra literacy support, develop different strategies to support learning, adjust planning to meet the pupils needs.
- Strategies implemented can then be reviewed and re-evaluated after the next terms grades.