Prudhoe Community High School

Name of Policy	**Literacy Policy**
Named Person	Rachel Harrison
Approved by:	Beth Hudspith - Chair's Action Date: 5th March 25
Last review date	Spring 2025
Next review date	Autumn 2025

Literacy Policy

The purpose of this policy is to ensure that all teachers in the school, regardless of their subject area, are committed to helping equip students in their respective subjects to talk, read and write in ways that will make a difference to their life skills and to raising standards.

1. Objectives

Students can't access an ambitious curriculum if they can't read. Our ambition is to ensure that our students can read fluently, unpick and read texts comprehensively. This is crucial in unlocking potential and ensuring all students can access the curriculum and achieve success. The EEF document Improving Literacy in Secondary Schools underpins the school focus on reading and literacy across the curriculum for students in years 9 - 11 with a further focus on academic reading in the Sixth Form.

We recognise that reading development / improvement extends beyond the English department and all subject areas have a responsibility to develop reading and literacy. Literacy and specifically reading is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life. Disciplinary literacy makes clear that every teacher communicates their subject through academic language, and that reading, writing, speaking and listening are at the heart of knowing and doing Science, Art, History, and every other subject in secondary school.

2. IMPLEMENTATION

Our focus for literacy has 3 strands

1. Supporting Developing Readers
2. Academic reading, writing and talk
3. Reading for Pleasure

Each strand is developed through whole school and classroom strategies and each curriculum area has a Reading Curriculum that provides opportunities to:

Foster structured reading opportunities to develop students' ability to read complex academic texts.
- Students are taught the importance of subject specific literacy and vocabulary (Tier 3) (e.g. key word boards, glossaries, deliberate, planned repetition and explanation of key words).
- Students are explicitly taught the importance of Tier 2 vocabulary
- A range of reading strategies are deployed e.g.skimming, scanning, analysis, research, paired /group reading.
- In reading, students are taught strategies to help them read with understanding, to locate and utilise information, to follow process or argument and summarise, and to synthesise and adapt what they learn from their reading.
- Students understand command words and what they mean in each subject area.
- At Post 16 level, wider reading is set as part of Independent Study time through Google Classroom where possible.

Promote and scaffold high-quality academic writing in the classroom.

- Students are made aware of the purpose of their writing and oral tasks and the audience for whom they are using the language to complete these tasks.
- Modelling and scaffolding are used to teach students how to organise their writing in logical and coherent forms.
- In writing, students will be taught to use correct spelling and punctuation, to follow grammatical conventions and encouraged to write in an academic style. They will also be communicating content and meaning clearly and use an academic style where possible.

Promote and scaffold high-quality academic talk in the classroom

In speaking, students are taught to use language precisely and cogently- Tier 2 and Tier 3 vocabulary is encouraged

Students are taught to listen to others and to respond and to build on their ideas and views constructively.

Students understand the importance of context when making choices about language (including the use of Standard English).

Provide targeted vocabulary instruction in every subject

Explicitly Teach Tier 2 & 3 Vocabulary through the following stages of instruction

    SELECT
   **EXPLAIN**
    EXPLORE
    CONSOLIDATE

Promote "word consciousness" in our students (e.g. sharing the etymology and morphology of words) utilising the Lexonic Vocabulary program

Use strategies such as:
1. Glossaries
2. Key word walls
3. Definition quizzes/matching
4. 'Say it again but better'
5. Encouraging students to break words down

Assessment

- STAR - targets will include when appropriate literacy targets linked to Tier 2, 3 vocabulary and SPAG and structuring writing.
- Consistent use of marking symbols/SPAG codes
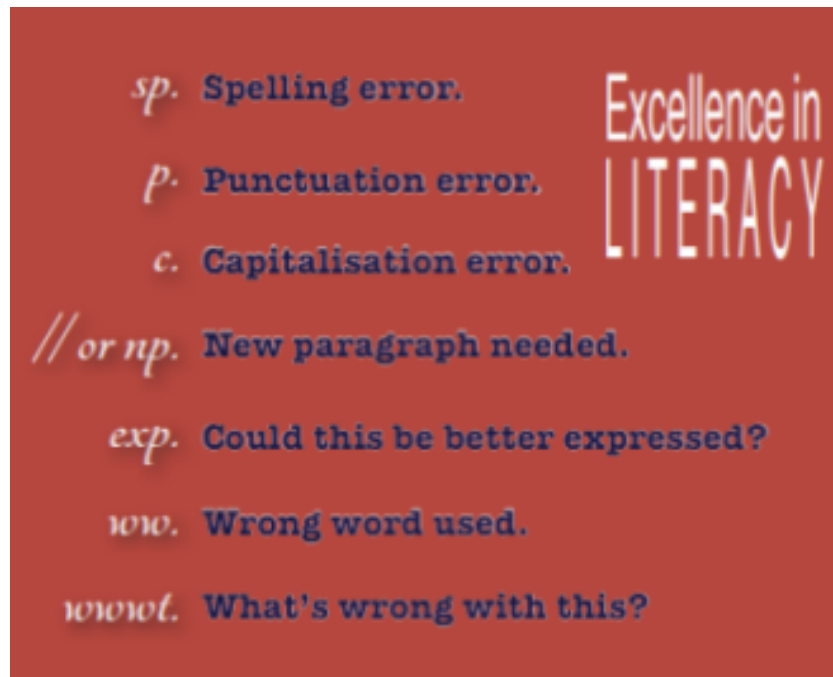
Whole School Strategies are wide ranging and diverse and include strategies led by the LRC Manager (library), Heads of Year and Tutors through the Tutorial Program, assemblies and the SEND team to include;

1. 1-1 reading intervention
2. Book groups
3. Book recommendations
4. Curriculum Fiction
5. Displays
6. Mighty Morphemes focus in Tutorial program
7. Y10 Reading Together in Tutorial program

3. Roles and responsibilities:

SLT will:
- Lead on Literacy across the Curriculum and ensure it has a high profile
- Liaise with HaLs, SLs, and SENCO and relevant members of the governing body when monitoring impact
- Ensure effective development of whole school policy and practice
- Establish communication and liaison between curriculum areas and opportunities to develop and share good practice
- Establish communication and liaison between the school and stakeholders, e.g. parents/carers, governors, partnership schools and outside agencies
- Monitor and evaluate the effectiveness of Literacy work across the school with SLT
- Facilitate and lead CPD

Teachers and support staff across all subject areas will:

- Adopt a consistent approach to teaching literacy skills in lessons
- Comment on the literacy as part of formative and summative assessment and when giving feedback to parents.
- Use consistent marking codes.
- Use the assessment of literacy skills to inform future planning.
- Be familiar with and implement a range of strategies aimed at equipping students with the necessary literacy skills to succeed
- Deploy resources and whole school strategies from CPD and feedback on their efficacy.
- Indicate in schemes of work where skills will be explicitly taught
- Provide and/or support informal opportunities to highlight literacy through a range of events

Teachers of English will:

- Provide support to other departments as appropriate
- Make students aware that literacy skills are transferable to other subjects

Parents/Carers will:

- Encourage their children to use the range of strategies they have learned
- Encourage their children to read for pleasure

Students will:

- Take increasing responsibility for recognising their own strengths and weaknesses and identifying next steps for improvement

Monitoring and Evaluation

Senior Leaders, HALs and Subject Leaders will monitor progress regularly as part of the School Quality Assurance process through: work sampling, observations and learning walks, student interviews/questionnaires, scrutiny of development plans, SEFs and data analysis.