



Literacy Policy

Policy Context

Haslingden High School's number one aim is to ensure that every student reaches his or her potential regardless of age, ability or background and leaves school fully prepared for the next stage of education, training or employment. Achieving high standards of literacy is central to this aim: we believe that our students' command of language is the single most significant skill needed to access and engage with the curriculum so that they can function effectively in school, in the workplace and in society. It is vital to a successful education, career and quality of life.

Policy Outcomes

The achievement of the aims outlined above and the success of this policy will be demonstrated through student performance. Haslingden High students should be able to:

- Communicate clearly and with assurance.
- Speak with confidence, clarity and fluency utilising appropriate language.
- Speak and listen for a variety of purposes (social, exploratory, presentational and evaluative talk) in both formal and informal contexts.
- Read widely and fluently with independence and understanding, for a variety of purposes. These will include study, research and enjoyment.
- Read using reading methods that are appropriate to the material and reading purpose.
- Write for a range of purposes, organising the content and style of what is written to suit the purpose and readership.
- Use spelling, punctuation and grammar appropriately and with confidence.
- Develop a legible handwriting style where appropriate and be able to use word-processing skills effectively.

Reading for Pleasure

In order to improve fluency and extend vocabulary, understand how to read with expression and 'musicality' and enjoy and become immersed in a story:

- All teachers will provide opportunities for students to read aloud in class.
- Promotion of wider reading for pleasure across the school e.g. teachers' favourite books, posters and designated literacy displays that are regularly updated.
- Celebration of World Book Day and involvement in the Lancashire Children's Book of the Year prize.

- Opportunity to participate in Carnegie Shadowing Group and book clubs for years 7-10.
- Regular access to the library for all students.
- Promotion of the E-book library.
- Registration rota with two weeks in four focused on tutors reading aloud to students. Texts have been carefully selected to appeal to each year group and cover a diverse range of topics. Classrooms display what the students and tutors are reading.
- The Summer Reading Challenge encourages reading for pleasure during the summer break and combats the reading 'lull' that often occurs during the summer break.
- Staff should take opportunities to read aloud to students whenever possible.
- 'Literacy Leaders' selected from Sixth Form and Years 10 and 11 to support students in Year 7 and 8 during Form Time reading sessions.
- CRC Library World implemented and students trained how to use it.
- New rewards system (Going for Gold) introduced and linked to reading for pleasure.
- 16 before 16 reading scheme to challenge more able students.
- Scholastic Book Fair for students based in the library twice per year.
- A designated Reading for Pleasure lesson each half term for years 7 & 8, linking to the current English SOL.
- Securing of a Patron of Reading to help us enhance our culture of reading for pleasure.
- Involvement in the National Literacy Trust's Reading Champions quiz.
- Daily reading for pleasure with students who have been placed in Stage 2.
- To ensure that the new reading rewards scheme is being utilised to its full potential.
- Literacy Evening scheduled to share important information for parents/carers.
- All Y7 and Y8 students are timetabled into the LRC for focused lessons that correspond with classroom learning and topics.

Disciplinary Literacy and the Curriculum:

The main focus is language and communication in lessons, with the following non-negotiables: vocabulary focus and reading texts aloud whenever they are encountered.

- Key terms and vocabulary to be made clear and explored with students to ensure that they recognise and understand them.

- Teachers identify any particular features of key terms and help students with strategies for remembering how to spell them or why they might be capitalised.
- Teachers explicitly teach the vocabulary that will help students progress.
- Subject leaders will include explicit vocabulary instruction in their FIPs whilst implementing bespoke approaches in their subject areas.
- Best practice agenda item on explicit vocabulary instruction for all faculties will be calendared.
- Explicit vocabulary instruction will be added as a focus in the pre-observation questions and work scrutiny feedback form.
- Literacy needs of each subject to be identified through audit and then supported through CPD.
 - Staff will be provided with materials and training to teach key areas of literacy.
 - Staff must ensure that key subject vocabulary is displayed in classrooms and referred to in lessons.
 - Staff should reduce teacher talk to give students more time to discuss using appropriate exploratory language.
 - Staff should provide the opportunity for students to explore etymology of words to close the vocabulary gap and improve spelling.
 - Whole school CPD and training delivered on Closing the Vocabulary Gap, both in community CPD and whole staff CPD.
 - Displays of key words and model answers in subject classrooms.
- Prefixes and suffixes to be used in a wider context and across subjects to improve vocabulary and spelling.
- Weekly word exploration (tier 2 and 3, root word and etymology, prefix and suffix exploration) included in form time activities for Years 7-9 using Book Widgets.
- Academic word lists and tier 2 vocabulary added to the website.
- To ensure that staff receive training about teaching students to respond accurately to exam command words.
- To ensure that model answers for the longer exam questions are available for all GCSEs and A Levels.
- Teachers model and reinforce the importance of accuracy in spoken and written language, correcting this when necessary.

- Teachers help students with key elements of literacy as they support them in lessons, e.g. pointing out spelling, punctuation or grammar issues as they look at work.
- Teachers' marking supports key literacy points: key pieces are marked for the spelling of key words, basic spelling and grammatical errors, and errors of layout.
- Teachers plan and ask a variety of questions to promote thought, giving students appropriate thinking time.
- Extended writing opportunities will be included in all subjects for each key stage.
- Language and Communication folder shared with all staff on Google Drive.

Literacy Support:

There is a tiered model for support at all levels of learning, initially identified by the NRGD data:

- Teachers plan opportunities for collaborative talk between students across all areas of the curriculum.
- KS2 data and initial reading and spelling assessments, within the first week of admission to Year 7, inform the development of targeted intervention programmes.
- All year 7 students' reading ability is analysed and those students who have a reading age of below 9.3 are placed in an appropriate intervention. (15 minutes per day 2x per week and 1x 50 minutes once a week.)
- KS3 PP students identified and paired with familiar adults/peers.
- Lexia PowerUp is used for students requiring intervention.
- Pupils who have a dyslexia diagnosis can attend a bespoke dyslexia intervention (5x 15 minutes during registration).
- Progress is monitored throughout each intervention (half-termly) and using Assessment Block Data, students' placement will be monitored, identifying impact.
- All pupils on the SEN register are tracked and, where appropriate, are placed on intervention, supported by specialist literacy teachers.
- All KS3 students complete an NRGD baseline testing in reading and spelling.
- Phonics instruction – Phonics intervention is embedded within the Lexia PowerUp programme. Specialist teachers can supplement and provide additional tuition where required.
- Whole school reading initiatives reinforce core reading skills across curriculum areas e.g. vocabulary development, skim and scanning of texts etc.

Responsibility

Ms L Marsland (AHT) has designated responsibility for the implementation of the literacy policy with Mrs S Morgan (Literacy Coordinator) and Mrs C Brown (Literacy Coordinator.)