Marshfields School

A Positive Choice

Marshfields School

Literacy Policy

2017

The Mission Statement and the Aims of the School

The Literacy Policy at Marshfields seeks to support and deliver the Aims and the SHAPED vision of the school whilst incorporating the agenda of Every Child Matters:

Successful in their own achievements in literacy.

Happy, during learning times and having fun.

Aspiring and continuing to make progress in all aspects of literacy.

Purposeful when carrying out all set activities.

Excited students who are communicating with the world around them.

Diversity - by being encouraged to value others' thoughts, opinions and values.

LITERACY ACROSS THE CURRICULUM 2017

1. Introduction

In literacy, Marshfields aim is to develop students' abilities in basic skills within an integrated programme of Speaking & Listening and Reading and Writing. Students will be given opportunities to consolidate and reinforce taught literacy skills in different ways across the curriculum. These skills are of paramount importance to the students at Marshfields School and all staff play an important role in nurturing the development of these basic skills.

2. **The aims for teaching and learning within Literacy are**:

- To raise standards in English and communication.
- To give all our students the means to access the Key Stage 3, 4 and 5 curriculum.
- To provide opportunities to develop functional communication skills (For example - making decisions and choices.)
- To develop students' abilities to communicate effectively in speech and writing.
- To give students an awareness and an understanding of their environment and a means of extending control over their life.
- To promote independence and encourage curiosity and enthusiasm about the written word.
- To foster an enthusiasm and love of reading and writing.
- To develop and nurture our students strengths in literacy.
- To give specific structured support to students' weaknesses in literacy by the Intervention Team. – **see Appendix 1**.
- To have a consistent approach to marking for literacy across the school – **see Appendix 4**.

3. APPROACHES TO SPEAKING AND LISTENING

The Four Strands of Speaking and Listening: Speaking, Listening, Group Discussion and Interaction and Drama permeate the curriculum. Interactive teaching approaches and a variety of communication strategies are used to engage all students in order to raise standards. Speech Therapists also support the development of Speaking and Listening in school.

Students are encouraged to develop effective communication skills in readiness for later life by being given the opportunity to:
- Listen to and make sense of what they hear.
- Follow verbal instructions, with or without non-verbal cues.
- Understand what good listening is and how to respond during discussions, conversations and when information is given or asked for.
- Communicate their needs through an appropriate method (e.g. signing, talking, using a communication aid).
- Use communication, including talk, to develop and express their ideas.
- Develop the skills of turn taking and working collaboratively with others.
- Work towards specific targets e.g. Educational Health Plans, Pen Pictures and Progress steps.

4. APPROACHES TO READING

Reading is taught both discretely and as an integral part of the curriculum. Students are encouraged to become confident, enthusiastic, reflective and independent readers. They experience print in a variety of forms and for a variety of purposes and learn to read for enjoyment, information and interest. Students participate in shared reading, peer reading, guided reading as well as individual reading. Through these, the students are encouraged to decode text in a variety of ways, such as in the use of phonics. In addition to this, they are shown how to and attempt to derive meaning from texts. Students are encouraged to share personal preferences and opinions about books.

5. The teaching of Reading

The school takes elements from the Ruth Miskin programme read, write, including phonics. Teachers are encouraged to pitch their teaching at the appropriate phase for their children. In addition to phonics, children are also encouraged to recognise words by sight. This may be done through the use of flashcards, word walls, reading books and matching word families around the school.
Where gaps in student's phonological awareness are identified, individual targets and recommended practice activities will be recorded in the appropriate section of their student planner.

6. Library - Accelerated Reader Programme – see Appendix 3

Students have regular access to a well-resourced library within the school. It has a wide range of resources in a variety of media organised into Fiction and Non-Fiction sections. The library stocks an extensive selection of Accelerated Reader Books which are arranged according to ASOS book levels. All students are then encouraged to select, borrow and then return the books, reflecting a real life scenario. They are also encouraged to take these books home to share with parents/carers/siblings. Students will also take part in book events such as World Book Week. Local and National Authors are invited to instruct and enthuse our students to gain a passion for books.

7. Links with Home

As mentioned, students are given the opportunity to take home school library books for shared reading. In addition, Parents and carers are encouraged to report back on how their child reads at home. They can access the Accelerated Reader Programme and they can also find books on the Reader Book Finder search engine which will reveal books at the correct level for their child. Workshops on various aspects of reading are being discussed as a way of offering parents help to support their child at home. We recommend daily reading at home of 10 - 15 minutes.

8. APPROACHES TO WRITING

It is important for students to develop as independent, enthusiastic and expressive writers, who are able to write in a meaningful way; a multi-sensory approach is used to achieve this. Students should regard themselves as writers and value their own work and the work of others. Opportunities for writing are presented across the curriculum and students are regularly involved in shared writing as well as being given

the chance to write by themselves. Our students benefit from meaningful experiences to write about as well as being immersed into a subject before being expected to write about it. Speaking and listening techniques are vital in preparing them for the experience of writing. They are encouraged to think carefully about the structure of their sentences and a variety of strategies are in place for scaffolding.

Our aims for teaching and learning within writing are to enable our students to:
- Explore a variety of writing activities.
- Use writing as a means to communicate ideas and information to a reader.
- Write in a grammatically accurate way.
- Develop an increasingly wide vocabulary suited to the purpose and genre.
- Understand and use the conventions of written language. Use teacher modelling as a means to understand the writing process. Understand how writers can have an effect on the reader.
- Incorporate ideas and skills of other authors into their own writing. Collaborate with others during the writing process.
- Draft and redraft, making changes where appropriate.
- Use ICT as a tool for writing (e.g. Clicker 7, or Word)
- Use spelling and punctuation accurately and with confidence.

9. Spelling and Phonics

Students are encouraged to become independent and accurate spellers who are confident to use an increasing range of vocabulary in their own writing. A range of spelling strategies are modelled to enable students to attempt unknown words and they are encouraged to have a sound knowledge of high frequency words for use in their daily work. The school use the Support for Spellings programme.

Our aims for teaching and learning within spelling are to enable students to:
- Recognise letters and the sounds they make.
- Attempt words for themselves using a range of strategies.
- Know the meaning of words and use the words in context.
- Make good use of dictionaries and thesauri.

10. Shared Writing

Teachers will model the writing process regularly with the students and encourage their involvement. This can involve brainstorming, planning, drafting and editing work. Students also have opportunities to work collaboratively with their peers.

11. Emergent Writing

Students are encouraged to develop both their gross and fine motor skills to prepare them for the experience of writing. When at the emergent stage of writing they are encouraged to write down their ideas and are then encouraged to read this back, demonstrating an understanding that text carries meaning. Other skills that will be developed include writing from left to right and grouping symbols or letters in order to represent a word.

12. Independent Writing

Independent writing is a useful tool for formative assessment and for informing the teacher of where to take the student next. For this reason when writing students should be encouraged to be as independent as possible, calling upon the strategies taught previously. The nature of this task can give them a real sense of achievement and boost their self-esteem. Teachers should provide opportunities for regular practice as this can encourage more reluctant writers to 'have a go'.

13. Handwriting

It is important for students to be able to write clearly and develop a fluent and legible handwriting style. Overwriting and copying are useful tools to support and develop handwriting.

We aim for students to be able to:
- Use a comfortable and correct pencil grip.
- Form letters correctly.
- Use upper and lower case letters appropriately.
- Begin to use a joined style when appropriate.

14. CROSS-CURRICULAR LITERACY OPPORTUNITIES – see appendix 2 & 5

Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for students to practise, apply and transfer the skills, knowledge and understanding acquired through literacy lessons to other areas of the curriculum and vice versa. Links between lessons makes learning more meaningful and enjoyable for them. It also can foster a greater understanding of the topic and the related vocabulary.

15. THE USE OF ICT

Word Processing programmes aid the surface features of writing – neat text, spelling and presentation – allowing the student to concentrate on their ideas and giving them pride in their work. Opportunities to use ICT in Literacy will be planned for and used as appropriate. ICT can be effectively used as a tool for writing, researching and recording work. Desktop publishing means that students can produce brochures, newspapers and books, which can encourage writing.

16. INCLUSION

We aim to provide for all our students so that they can achieve as highly as they can in Literacy according to their individual abilities. We identify which students or groups of students who are under-achieving and take steps to improve their attainment through interventions and support. More able students will also be identified and suitable learning challenges provided.

Framework for Monitoring and Evaluating the Literacy Policy

- The SLT, in collaboration with the Lead Teacher of English, will monitor the impact of the Literacy Policy on overall achievement in aspects of literacy across the school. This will include information gathered from lesson observations and learning walks.
- The Headteacher will gather further information by interviewing students and sampling students' work. This will occur periodically during the school year.
- The Literacy Policy is reviewed annually by the school leadership team, in consultation with all teaching staff. Governors will be kept informed through the Governors' Curriculum Committee.

This policy supports and is to be read in conjunction with the Equality Policy.

Appendix 1:

Interventions
Leaders, including the Curriculum Lead of English, Literacy Interventions Coordinator and the Special Educational Needs Coordinator (SENCO), have a clear picture of a student's attainment in English on entry to the school and throughout their time at Marshfields. Plans to support students with the weakest skills are put in place. Provision to support these students includes one-to-one tuition, small class sizes, and the use of well-regarded commercial schemes. Allotted strategy time for selected students includes intensive phonic work and basic skills for selected students. Progress is reviewed regularly and adjustments made to the intervention provision as necessary.

Current intervention schemes at Marshfields include:
- Phonics Awareness Tracking
- Read-Write-Inc.
- Docksiders
- Small Guided reading sessions with Fiction and Non-Fiction texts

Appendix 2:

Literacy through the Curriculum
It is a requirement of the revised Ofsted criteria that each subject area takes responsibility for students' language development within their area.

Ways of Promoting Literacy across the Curriculum

Generic:
- Value the opinions and ideas of all subjects.
- Involve students in the progress of their literacy development by providing regular feedback. Inform students of the purpose of any speaking and listening, reading or writing they do.
- Make texts in all subjects accessible to all students.
- Introduce students explicitly to subject specific terminology.
- Where appropriate, offer students frameworks to support extended writing tasks.

Speaking and Listening:
- Provide opportunities for structured talk in pairs and groups.
- Make explicit the ground rules and expectations for such talk.
- Make explicit the value of talk as an essential part of learning.
- Set speaking and listening tasks for homework.
- Provide opportunities to use varying degrees of formality appropriate to purpose and audience,

Reading:
- To encourage students to read for information and understanding as well as eliciting students' existing knowledge about a topic before reading.
- Teaching the skills of reading graphics within texts; of interpretation of graphs, diagrams, and the relationship between these and the text.
- Provide a range of strategies to enable students to gain meaning from a text, e.g. text marking, cloze procedures, re-ordering of text sections.
- Provide opportunities for extended reading, as well as close reading, skimming and scanning.
- Support students in extracting information from a text and making notes.
- Texts should be decoded and age appropriate.
- Encourage the students to think critically about the texts they encounter across the curriculum.
- A wide range of reading material should be available in each curriculum area, which is up-to-date, relevant and balanced.
- Teaching rooms should be stocked with appropriate Dictionaries, Thesauri, glossaries, etc. For further clarification, a 'text' may be the non-print sort, such as a film or painting, e-texts or multi-modal texts.
- Value reading as an enjoyable activity in itself.

Writing:
- Provide good models of particular kinds of writing and presentation.
- Provide opportunities for collaborative writing.
- Where possible offer a real audience and purpose for the writing.
- Provide structures and frameworks to scaffold students' writing.
- Actively teach the styles of writing needed in the different subject areas.
- Model and demonstrate the writing process for students.
- Focus on content and technical skills.
- Offer opportunities for extended writing through planning, drafting, revising etc. Offer opportunities for students to writing in a range of genres and formats. Encourage the learning of correct spellings and utilise the school's marking policy.
- Display students' work attractively.
- Help students to choose appropriate registers in which to write, appreciating differences between formal and non-formal language.

Responding to the Development of Students' literacy across the curriculum

- All teachers should be working within the context of the school Assessment Policy, including the marking of common marking symbols.
- All teachers have a responsibility to provide feedback on students' literacy skills.
- Students should be encouraged to recognise their existing skills and set targets to further develop their skills.
- Literacy needs of individual students: Each student has strengths and weaknesses, which may be highlighted, in the different areas of literacy: Speaking, listening, reading and writing. Some students

experience greater difficulties than others in achieving their language and literacy skills for a variety of reasons.

Staff can help these students make progress by using the following strategies:

Reward effort.
Use a range of teaching styles.
Use a range of resources.
Differentiate class work and homework.
Use supportive paired and group work.
Involve parents and carers.

Evaluation and Review of the Policy

The leader of the English will provide an annual report to the allocated subject governor and the Head Teacher on the progress made in this curricular area. They will also, after consultation with other teachers of English, review, update and amend the policy and the processes as required to ensure that it is effective, in line with other school policies and complies with any changes to the National Curriculum.

Rachel Rouncefield Feb 2017

Presented to Governors…Feb 2017……………………………………………………………
Approved by

Appendix 3

Accelerated Reader

The School uses the **Accelerated Reader** programme to improve literacy through reading. It is split into 2 parts:

All students on entry, take a **Star Reading** test. This tells us the starting point for the individual reader. It works intuitively by changing the questions according to the success rate achieved. The information we get back includes:

- National Curriculum reading level
- ZPD - essentially, a book range that corresponds to numbers printed on all our library books from 0.1 upwards.
- Reading age in years and months.

How do we use this information?

- The National Curriculum level and Reading Age are used by all teaching staff. It tells us how well a student will be able to access the teaching materials at keystage 3 and 4 as follows:

Recommended Reading Age	Keystage 3	Keystage 4
In Years and Months	9 years 6 months	10 years 3 months

- ZPD - this is individual to each student depending on their reading ability and changes as students' reading improves, e.g., a ZPD book range might look like this: 2.7-4.7 meaning that the student could choose any book within that range … 2.7, 2.8, 2.9,3.0, 3.1, etc. They generally start at the lower end and work their way up.

Students are then tested 4 times per year (in total), usually in October, January, April and June, except for year 7 who will have their first test during September.

Reports

Once completed, each tutor gets an individual diagnostic report for every student in their group. This information is also available to all staff. The report provides the information above, plus a general section on how to improve reading (this is also useful for parents helping their children at home), and a section specifically designed to improve reading through individualised guidance on using Accelerated Reader with the student.

Once tested, students can select any book from the library which is within their ZPD book range. After they have read the book, they take an on-line quiz which checks understanding. They have to score at least 85% to pass the quiz, and although these are multiple choice, experience tells us that it is impossible to pass consecutive quizzes simply by guessing. Once the students are comfortably passing quizzes at the same book level, their teacher will advise them to move up to a new level.

Suitability

Book are graded:

LY - lower years - suitable for younger students

MY - middle years - suitable for KS3 readers

UY - upper years - suitable for KS4 readers

These broad bands enable students to choose books that have content more suited to their emotional maturity.

Reports

Staff obtain reports on books read/quizzes taken (including success rates). This enables tutors to ensure students are choosing books at the right level and continuing to be successful in reading.

Phonological awareness of students is screened and gaps in their knowledge identified through an assessment screening process delivered three times a year within student's English lessons. This is a diagnostic screening. Data is shared with staff and tutors and informs the delivery of literacy activities across the curriculum and the setting of individual phonics targets in student planners (where necessary).

How Students' Literacy is Annotated

Annotation of student literacy will focus primarily on the use of Capital Letters, Full Stops, Spellings and Sentence Sense.

Sp   Spelling or error which has been corrected, the word may also be underlined or circled.

O   If a letter is circled, check if you need a capital or full stop.

?   This doesn't make sense.

V   Followed by the date, denotes that verbal feedback was given.

- Up to three spelling mistakes will be identified for children to correct, re writing them three times each. Additional literacy work may be given.

Appendix 5 - Developing Literacy across the Curriculum through subjects

Learners develop their literacy skills across the curriculum by using their reading, writing and communication skills.

Curriculum subject	Use of literacy across this area
Science	Use of key words and WOW word board. Texts are modified. Discussion. Subject specific terminology V 'slang' words discussed and understood. Presentations used regularly. Reading opportunities in drawing and reading graphs. Questions and Answers. Creative writing.
Personal Development	Visual prompts, word banks and literacy mats used. 10 minute paragraph starters. Cloze procedures and word searches for spellings and key words. Anagrams and Hangman. Sentences written around key vocabulary. Use of Clicker 6
Geography	Visual prompts and promotion of critical thinking. Research, key words, spelling and written work. Reading of key relevant texts. Discussion around topic. Mind maps and displays. Scaffolding to aid accuracy of writing. Use of Clicker 6.
History	Visual prompts and promotion of critical thinking Research, key words, spelling and written work. Reading of key relevant texts. Discussion around topic. Mind maps and displays. Scaffolding.
Art	Key words and key questions. Class discussion of artists work and projects. Practical demonstrations and written comments. Reading of starter sheets for new projects. Discussion of peer work and themes.
Physical Education	Key words and discussion. Focus on technical terms. Reading aloud and displays of skills. Use of peer feedback and mini whiteboards. Demonstrations and descriptions. Repeat explanations. Testing of subject specific vocabulary in BTEC

Performing arts	Use of sensory thought processes, imagination and empathy. Characterisation and understanding of themes. Role play and improvisation. Communication skills – use of reading of texts, songs. Speech and vocabulary skills. Listening skills.
Maths & Design Technology	Questions and answers sessions. Reading texts. Use of 'brainstorming' activities Wall displays, problem solving, data handling, vocabulary banks and key terms explained and used for spelling. Specialist activities and use of annotation techniques when plan making and sketching. Sentence starter sheets in books. Literacy levels worksheets. Technical vocabulary explained and discussed. Visual texts – subject specific programs and discussion surrounding the themes. Speaking and listening –use of analysis of product implications and ethical considerations.
Food Technology	Visual and tactile methods of learning. Key words, reading of recipes, Ready, Steady Cook activity aids communication. Food literacy mats. Mnemonic reminder words. Use of technical language to learn and discuss. Coursework activities with opportunities for extended writing. Use of objects to elicit responses for discussion and planning.
Computer Technology	Blog starters and problem solving. Reviewing subject specific texts. Subject specific terminology explained and discussed. Structured worksheets and frameworks.
Religious Education	Visual prompts and promotion of critical thinking Research, key words, spelling and written work. Reading of key relevant texts. Discussion around topic. Mind maps and displays. Scaffolding.