

## Rowhill School Literacy Policy

### Rationale

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 to literacy.

### Aims

- Raise literacy levels.
- 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.

### 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, organising 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 encourages reading via displays, key words, sound boards and prompts.
- Pupils throughout the school follow the Letters and Sounds Programme.
- Pupils in Key Stage 3 use the Accelerated Reader Programme, with a view to extend the programme into Key Stage 2.
- Pupils in the Primary Department use the Oxford Reading Tree supplemented by a variety of other schemes .
- Pupils in the Secondary Department use Wellington Square, Wolf Hill, Docklands and a variety of high interest levelled vocabulary books dependent on ability.
- Pupils in Secondary Department read every morning during registration.
- Pupils in the Primary Department read every afternoon after lunch for 15 minutes.
- Pupils read regularly on a one to one basis.
- Pupils participate in paired reading.
- Pupils read/follow a class novel.
- Phonics is taught across the curriculum.
- Pupils are supported by the referral system to receive literacy intervention on an individual, paired or small group basis.
- Intervention Programmes used are Toe by Toe, Sounds Write, Dandelion readers and additional support through Letters and Sounds.

## Writing

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

- The classroom environment positively encourages pupils to write via displays, key words, word lists, sound boards, dictionaries and thesauri.
- Audience: pupils need to be aware of who they are writing for; themselves, peers, a wider school audience, or for the wider community.
- Purpose: pupils need to be aware of why they are writing; to inform, to describe, to persuade.
- 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. Some 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.

- Spelling needs to be taught specifically and needs to be taught following the Letters and Sounds programme. Pupils need to also develop their sight vocabulary which is an integral part of Letters and Sounds.
- Handwriting needs to be specifically and systematically taught and revisited throughout the primary and secondary departments, both departments use the Nelson handwriting programme.
- Revise and re-draft written work. 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. Where appropriate pupils should be given the opportunity to develop key board skills and know how to use spell check.

### 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 feel relaxed, accepted and affirmed.
- Speaking is planned.
- Pupil's contributions are valued.
- Pupils understand that speaking is an opportunity to extend their learning.
- Provide a wide range of opportunities, activities and experiences to promote speaking.
- Vary classroom organisation 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 utilised to support learning.
- Staff model expressive language.
- Staff model the use of Standard English.
- Pupil's development in speaking and listening is supported by specialist speech and language programmes delivered and coordinated by the speech therapist.
- Pupil's development is supported Social Use Of Language Programme (SULP).

### Assessment

- Pupils are assessed in writing, reading, speaking and listening at the end of every term (six times a year). They are also given a combined literacy level.
- APP statements are used to determine pupils' levels.
- 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 standards.
- Pupils are assessed twice a year using the Salford Reading Test and the NFER test dependent on ability.
- The Accelerated Reader Programme, currently being used in KS 3 with the aim to extend the programme into KS 2, 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 Letters and Sounds Programme.
- KS 2 pupils, dependent on their levels of achievement, will participate in SATS.
- KS 4 pupils are entered for the Entry Level Certificate in English, Functional Skills Level 1 in Reading, Writing and Speaking and Listening as well as GCSE English.

### **Progress Monitoring**

- After the term assessments staff then determine pupil progress by analysing data.
- Staff directly responsible for literacy, class teachers in the Primary Department and English teachers in the Secondary Department, report to line managers with respect to pupil progress in literacy.
- 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.

### **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 behaviour and learning difficulties it is imperative that we include all pupils within the literacy curriculum, in order to achieve the aims of the schools literacy policy.

### **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 pupils 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 companies performances at school.

**Promotion of pupil's spiritual, moral, social and cultural development.**

**Through the use of appropriate texts and opportunities for speaking and listening, reading and writing pupils will be encouraged to foster their spiritual, moral and cultural development:**

- **Explore and reflect upon their own and others spiritual beliefs.**
- **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 English literacy heritage.**

**ICT**

**A wide variety of software is used to promote and enhance pupil's development in reading, writing and speaking and listening.**

- **Spelling programmes such as Wordshark.**
- **Speaking and listening intervention programmes such as Earobics.**
- **Letters and Sounds downloadable phonic games to be used on the interactive whiteboard.**
- **Animation programmes and digital cameras.**
- **Power points to enhance speaking and listening tasks.**
- **Word processing to develop keyboard skills as well as a tool to draft and revise written work.**
- **Penfriend**