



ASHLAWN SCHOOL
‘A High Performing Specialist Academy’

LITERACY POLICY

Policy & Procedure Number	AP027
School Link	S Urding
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Ashlawn School Whole-School Literacy

OVERVIEW

At Ashlawn School the development of students' literacy skills is a responsibility for every practitioner because the acquisition and application of these skills enables learners to:

- access and fully participate in the curriculum
- make progress and achieve success in their subjects
- acquire the knowledge, understanding and skills necessary to achieve at the highest level
- transfer their learning to different contexts
- take responsibility of their own learning and become independent learners
- interact effectively
- make a contribution to the life and culture of the school
- enter higher education and training, compete for jobs and enter the workplace
- engage at a personal, aesthetical and cultural level

The function of literacy is to enable each and every person to become effective learners and to become all that they can be in all aspects of life.

AIMS

The aims of the whole-school literacy policy are to enable students:

- To become fluent, **independent readers** who can reflect on, and respond critically to, what they have read. Students should therefore, be appropriately challenged by reading materials and should seek to extend their reading independently in different subject areas with guidance from subject specialists.
- To become **confident writers** who are able to write imaginatively, effectively and accurately for a variety of forms, purposes and audiences. Students should be equipped with the skills to independently reflect upon and improve written accuracy and be aware of different styles of writing in different subject areas.
- To become **effective communicators**. Students should be able to adapt their speech for a variety of purposes and listen effectively in a range of situations.
- To **recognise and develop transferable reading, writing and communication skills**

OBJECTIVES

The following tables identify specific literacy skills which are developed across the school. The skills are linked to the National Curriculum but also reflect skills highlighted through examining bodies which can be transferred through Key Stage 4 and 5. The focus is upon increasing the “transferability” of reading, writing and communication skills.

Transferable Reading Skills

<p>Reading Skill 1</p> <p>To understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference</p>	<p>Reading Skill 2</p> <p>To deduce, infer or interpret information, events or ideas from texts</p>	<p>Reading skill 3</p> <p>To identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level</p>	<p>Reading Skill 4</p> <p>To explain and comment on writers' use of language, including grammatical and literary features at word and sentence level</p>
<p>Reading Skill 5</p> <p>To identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader</p>	<p>Reading Skill 6</p> <p>To relate texts to their social, cultural and historical traditions</p>		

Transferable Writing Skills

<p>Writing Skill 1</p> <p>To write imaginative, interesting and thoughtful texts</p>	<p>Writing Skill 2</p> <p>To produce texts which are appropriate to task, reader and purpose</p>	<p>Writing Skill 3</p> <p>To organise and present whole texts effectively, sequencing and structuring information, ideas and events</p>	<p>Writing Skill 4</p> <p>To construct paragraphs and use cohesion within and between paragraphs</p>
<p>Writing Skill 5</p> <p>To vary sentences for clarity, purpose and effect</p>	<p>Writing Skill 6</p> <p>To write with technical accuracy of syntax and punctuation in phrases, clauses and sentences</p>	<p>Writing Skill 7</p> <p>To select appropriate and effective vocabulary</p>	<p>Writing Skill 8</p> <p>To use correct spelling</p>

Developing Communication Skills

<p>Communication Skill 1</p> <p>To talk in purposeful and imaginative ways to explore ideas and feelings, adapting and varying structure and vocabulary according to purpose, listeners, and content</p>	<p>Communication Skill 2</p> <p>To listen and respond to others, including in pairs and groups, shaping meanings through suggestions, comments and questions</p>
<p>Communication Skill 3</p> <p>To create and sustain different roles and scenarios, adapting techniques in a range of dramatic activities to explore texts, ideas and issues</p>	<p>Communication Skill 4</p> <p>To understand the range and uses of spoken language, commenting on meaning and impact and draw on this when talking to others</p>

LEADING, MANAGING AND MENTORING

WHOLE SCHOOL

- Effective and appropriate support and training will be provided by Heads of Subject which will develop teacher's understanding of literacy skills and aid their approaches to identifying and developing these skills with students.
- Teaching covers the statutory requirements for reading, writing and speaking and listening within the National Curriculum
- Each department is responsible for teaching subject specific vocabulary, key words, and relevant non-fiction text types and helping students to identify the specific reading, writing or speaking and listening skill being developed within a specific learning activity.
- Departments provide a high-quality literacy environment through displays and resources
- Departments support students' wider reading within their subject.
- Departments operate a whole-school policy on the marking of spelling, punctuation and grammar (SPAG)

ENGLISH DEPARTMENT

- The English department will be active in collaborating with departments across the school and supporting the development and understanding of literacy skills.

ADDITIONAL SUPPORT AND INTERVENTION

All students in Years 7-11 are assessed for Reading Comprehension, Reading Accuracy and Spelling. Assessments take place each September for new students and each June for other year groups.

The following programmes are currently accessed by targeted students.

The Learning Development Department

A specialist teacher for Dyslexia, Literacy and Numeracy co-ordinates the following programmes, supported by a Teaching Assistant Leading on Literacy and Numeracy:

- Personalised Programmes for Reading and Spelling. A small number of targeted students in Year 7 and 8 are disapplied from MfL and access these programmes which are structured from assessment data in order to secure best progress. Students are not expected to select a language for their option choices, but once students have made the necessary progress then they can access an additional Option subject in place of this session at GCSE.
- Reading Accuracy and Reading Comprehension Programmes. Students in Year 7 and 8 are withdrawn from Form for 20 minutes once or twice a week to participate in these reading sessions.
- Toe-by-Toe Reading Programme. Students attend before and after school sessions up to 4 times a week (sometimes additionally Period 5) for structured reading development.
- Spelling Programmes. These run for students on a rolling timetable for one hour a week for structured spelling development.
- Spelling Groups. This is a Form time support session for KS3 students; ICT spelling software packages are used to develop this aspect of literacy.
- Year 9 Supported Study. Offered to Year 9 students in place of an Option subject; this constitutes literacy, learning-to-learn and the AQA Project.
- Year 10 Supported Study. Offered to Year 10 students in place of an Option subject; this constitutes literacy, the ASDAN and a supported study session.

One-to-One Support

- 10 hours of one-to-one support for 5 targeted students every term

Literacy Development Programme

This is a literacy intervention programme offered to students from Year 7 and 8. It is designed to enable students to access knowledge, skills and understanding across a range of subjects by drawing on subject-specific content, resources, skills and specialist language.

The programme is facilitated by a Literacy Instructor trained and supported by the English Department.

Approximately 60 students are withdrawn on a rolling timetable for a 60 minute session each week. Sessions are facilitated in groups of 2 or 3 and are structured in the format of the

Literacy Progress and Booster Units developed under the KS3 English Secondary Literacy Strategy.

RESOURCES AND PERSONALISATION

Departments and Subjects will ensure the following:

- Provision of resources that help enable each and every student to access the curriculum to their full potential
- A range of fiction and non-fiction texts made available to students
- Formative assessment feedback to support the correct use of spelling, punctuation, grammar vocabulary and handwriting
- ICT is used and promoted as a means to improve students' access to the curriculum

**This policy is to be read in conjunction with the
Safeguarding Policy**