LITERACY POLICY

Rationale

Literacy is a key priority in our commitment to deliver high quality education. We know that literacy levels affect life chances, from health and wellbeing to employment and finance. It is also vital for academic success. We acknowledge the link between disadvantage and low literacy levels and believe that literacy plays a key role in closing the gaps between disadvantaged students and other groups. We recognise that all teachers are teachers of literacy and that they must be committed to developing reading, writing and communication skills in all students to help support learning and to raise standards. We recognise that a student's attainment in literacy is a major factor in their capacity to learn across the curriculum and as such we all have responsibility for its effective delivery. We aim to give students a level of literacy that will enable them to effectively meet the increasing demands of subjects in terms of specific skills, knowledge and understanding. In particular, we recognise the importance in ensuring students are able to use active reading strategies and acquire a rich vocabulary in order to engage successfully with their learning journey.

Aims

We aim to empower students and encourage positive learning behaviour by improving their literacy and their ability to use language effectively. We want our students to be able to communicate effectively through speaking, reading and writing so that they are equipped with important life skills when they leave school.

We aim to work together as a teaching body to help students develop the necessary reading, writing, speaking and thinking skills in order in order to cope with the different cognitive demands of subjects and to be effective learners.

We strive for all students to develop their literacy skills regardless of their starting points so that they are better able to access the curriculum and to communicate successfully.

We aim to use our whole school reading strategy to improve the overall quality of education for our students.

We aim for all of our students to acquire the vital academic language, alongside subject specific vocabulary, to engage with learning and build their cultural capital.

We understand the importance of reading and how it can enable students to learn from sources beyond their immediate experience. We aim to promote reading strategies to help students engage with learning and also to develop a love of reading for pleasure.

Guidance

Students are taught in all subjects to **read, write and speak** with accuracy and purpose. Teachers across the curriculum use strategies to encourage and develop the literacy skills of all students, using data to ensure that they know their students starting points. The whole school reading strategy outlines the four key strands of our literacy work (see below) as we acknowledge that reading can underpin improvement in both writing and speaking. We will work collaboratively with subject teachers, Learning Development, Tutors and parents to intervene when reading may be a barrier to learning.

Reading

We will ensure that reading is high profile in the school both in terms of the use of reading skills to access the curriculum and reading for pleasure. The four strands of reading priorities include:

Reading for understanding

We prioritise disciplinary reading and acknowledge that the act of reading differs across the curriculum. We explicitly teach students vocabulary to give them the cultural capital to thrive in a wide range of contexts both within the curriculum and in wider social and professional life. This means that teachers should prioritise teaching Tier 2 and 3 vocabulary, which students are unlikely to encounter in everyday speech. Teachers and subject leaders should consider which words and phrases to teach as part of curriculum planning. To comprehend complex texts, students need to actively engage with what they are reading and use their existing subject knowledge. Reading strategies, such as activating prior knowledge, prediction and questioning, can improve students' comprehension of subject specific texts.

Reading for Writing

We give instruction on how to read model answers so that learners can replicate them. Students should be taught to recognise features, aims and conventions of good writing within each subject. Teaching spelling, grammar and punctuation explicitly can improve students' writing, particularly when focused on meaning. Reading can support students by modelling language use that can be replicated in high quality talk, for example including key vocabulary and metacognitive reflection. If students can speak it, they can write it. Teachers can use reading as a model to support each step of the writing process: planning, monitoring and evaluation.

Reading for Information

We practise using strategies to enable students to find specific information with an item. Strategies such as skimming and scanning can support the retrieval of specific information.

Reading for Pleasure

We provide students with opportunities either within lessons or through enrichment and guidance to read for pleasure in our subject. To comprehend complex texts, students need to actively engage with what they are reading and use their existing subject knowledge.

We will use extra-curricular activities, and the LRC to provide students with events, competitions and experiences, which will foster a love for reading and help develop the cultural capital of our students at home and at school. We will communicate regularly with parents and carers about reading initiatives and encourage and support the vital role of parents and carers in developing children's literacy.

Writing

We will provide opportunities in all subjects for student to develop their writing skills and to enable them to write for different purposes and audiences. Writing is challenging and students in every subject will benefit from explicit instruction in how to improve.

We will:
- Teach the technical and specialist vocabulary of individual subjects and how to use these words to excel in all subjects
- Break writing down into planning, monitoring and evaluation
- Facilitate opportunities for students to reflect on their writing and to check for accurate use of spelling, punctuation and grammar
- Use model answers to help students understand the destinations of their learning
- Model the writing process with students and signpost how vocabulary is used
- Provide targeted support to students who write less fluently than expectations, as this may affect writing quality

Speaking

We will ensure students have opportunities to develop their communication skills in order to be effective learners and speakers.

We will:
- Encourage and develop students' ability to listen and to speak effectively
- Teach students to use language precisely and coherently
- Use questioning to develop verbal responses and to coach the use of key vocabulary
- Give students opportunities to rehearse and develop verbal responses before undertaking written responses
- Support students by modelling high quality talk, for example including key vocabulary and metacognitive reflection

Intervention

We will provide high quality literacy interventions for students by:

- Expect and proactively plan to support students with the lowest prior levels of literacy, particularly in Year 7
- Use a model of tiered support, which increases in intensity in line with need is a promising approach
- Use assessment to match students to appropriate types of intervention, and to monitor the impact of interventions.

This policy links with the Teaching and Learning Policy and the SEND policy.

Approved by Local Governing Body	Summer 2023
Due for review	Summer 2025
SLT Member	Mr R Toop

Appendix

Tier Two Words

Sublist 1 contains the Tier 2 words which are the most frequently used. Sublist 10 is the least frequent.

HFW: High Frequency English Academic Vocabulary

Sub list 1	Sub list 2	Sub list 3	Sub list 4	Sub list 5	Sub list 6
Sector	Community	Comments	Overall	Alter	Intelligence
Available	Resident	Convention	Emerged	Stability	Exceed
Financial	Range	Published	Regime	Energy	Presumption
Process	Construction	Framework	Implementation	Aware	Acknowledged
Individual	Strategies	Implies	Project	Licence	Utility
Specific	Elements	Negative	Hence	Enforcement	Furthermore
Principle	Previous	Dominant	Occupational	Draft	Accurate
Similar	Conclusion	Illustrated	Internal	Styles	Diversity
Variables	Security	Outcomes	Goals	Precise	Attached
Method	Aspects	Constant	Retained	Medical	Recovery
Data	Acquisition	Shift	Sum	Pursue	Assigned
Research	Features	Deduction	Integration	Symbolic	Tapes
Contract	Text	Ensure	Mechanism	Marginal	Motivation
Environment	Commission	Specified	Parallel	Capacity	Bond
Export	Regulations	Justification	Imposed	Generation	Edition
Source	Computer	Funds	Despite	Exposure	Allocation
Assessment	Items	Reliance	Job	Decline	Transport
Policy	Consumer	Physical	Parameters	Academic	Citied
Identified	Achieve	Partnership	Approximate	Modified	Fees
Create	Final	Location	Label	External	Scope
Derived	Positive	Link	Concentration	Psychology	Enhanced
Factors	Evaluation	Coordination	Principal	Fundamental	Incorporated
Procedure	Assistance	Alternative	Series	Adjustment	Instructions
Definition	Normal	Initial	Predicted	Ratio	Subsidiary
Assume	Relevant	Validity	Summary	Whereas	Input
Theory	Distinction	Task	Attitudes	Enable	Abstract
Benefit	Region	Techniques	Undertaken	Version	Ministry
Evidence	Traditional	Excluded	Cycle	Perspective	Capable
Established	Impact	Consent	Communication	Contact	Expert
Authority	Consequences	Proportion	Ethnic	Network	Preceding
Major	Chapter	Demonstrate	Hypothesis	Facilitate	Display
Issues	Equation	Reaction	Professional	Welfare	Incentive
Labour	Appropriate	Criteria	Status	Transition	Inhibition
Occur	Resources	Minorities	Conference	Amendment	Trace
Economic	Participation	Technology	Attributed	Logic	Ignored

Involved	Survey	Philosophy	Annual	Rejected	Incidence
Percent	Potential	Removed	Obvious	Expansion	Estate
Interpretation	Cultural	Sex	Error	Clause	Cooperative
Consistent	Transfer	Compensation	Implication	Prime	Revealed
Income	Select	Sequence	Apparent	Target	Index
Structure	Credit	Corresponding	Commitment	Objective	Lecture
Legal	Affect	Maximum	Subsequent	Sustainable	Discrimination
Concept	Categories	Circumstances	Debate	Equivalent	Overseas
Formula	Perceived	Instance	Dimensions	Liberal	Explicit
Section	Sought	Considerable	Promote	Notion	Aggregate
Required	Focus	Sufficient	Statistics	Substitution	Gender
Constitutional	Purchase	Corporate	Option	Generated	Underlying
Analysis	Injury	Interaction	Domestic	Trend	Brief
Distribution	Site	Contribution	Output	Revenue	Domain
Function	Journal	Immigration	Access	Compounds	Rational
Area	Primary	Component	Code	Evolution	Minimum
Approach	Complex	Constraints	Investigation	Conflict	Interval
Role	Institute	Technical	Phases	Image	Neutral
Legislation	Investment	Emphasis	Prior	Discretion	Migration
Indicate	Administration	Scheme	Granted	Entities	Flexibility
response	Maintenance	Layer	Stress	Orientation	Federal
Period	Design	Volume	Civil	Consultation	Author
Context	Obtained	Document	Contrast	Mental	Initiatives
Significant	Restricted	Registered	Resolution	Monitoring	
	Conduct	Core	Adequate	Challenge	

Sub list 7	Sub list 8	Sub list 9	Sub list 10	HFW
Intervention	Highlighted	Bulk	Whereby	Analyse
Confirmed	Eventually	Behalf	Inclination	Approach
Definite	Inspection	Unified	Encountered	Area
Classical	Termination	Commenced	Convinced	Assess
Chemical	Displacement	Erosion	Assembly	Assume
Voluntary	Arbitrary	Anticipated	Albeit	Authority
Release	Reinforced	Minimal	Enormous	Available
Visible	Denote	Ceases	Reluctant	Benefit
Finite	Offset	Vision	Posed	Concept
Publication	Exploitation	Mutual	Persistent	Constitute
Channel	Detected	Norms	Undergo	Context
File	Abandon	Intermediate	Notwithstanding	Contract
Thesis	Random	Manual	Straightforward	Create
Equipment	Revision	Supplementary	Panel	Data
Disposal	Virtually	Incompatible	Odd	Define
Solely	Uniform	Concurrent	Intrinsic	Derive
Deny	Predominately	Ethical	Compiled	Distribute
Identical	Thereby	Preliminary	Adjacent	Economy
Submitted	Implicit	Integral	Integrity	Environment
Grade	Tension	Conversely	Forthcoming	Estimate
Phenomenon	Ambiguous	Relaxed	Conceived	Evident
Paradigm	Vehicle	Confined	Ongoing	Export
Ultimately	Clarity	Accommodation	So-called	Factor
Extract	Conformity	Temporary	Likewise	Finance
Survive	Contemporary	Distorted	Nonetheless	Formula
Converted	Automatically	Passive	Levy	Function
Transmission	Accumulation	Subordinate	Invoked	Identify
Global	Appendix	Analogous	Colleagues	Income
Inferred	Widespread	Military	Depression	Indicate
Guarantee	Infrastructure	Scenario	Collapse	Interpret
Advocate	Deviation	Revolution		Involve
Dynamic	Fluctuations	Diminished		Issue
Simulation	Restore	Coherence		Labour
Topic	Guidelines	Suspended		Legal

Insert	Commodity	Mature		Legislate
Reverse	Minimises	Assurance		Major
Decades	Practitioners	Rigid		Method
Comprise	Radica	Controversy		Occur
Hierarchical	Plus	Sphere		Percent
Unique	Visual	Mediation		Period
Comprehensive	Chart	Format		Policy
Couple	Appreciation	Trigger		Principle
Mode	Prospect	Qualitative		Proceed
Differentiation	Dramatic	Portion		Process
Eliminate	Contradiction	Medium		Require
Priority	Currency	Coincide		Research
Empirical	Inevitably	Violation		Respond
Ideology	Complement	Device		Role
Somewhat	Accompany	Insights		Section
Aid	Paragraph	Refine		Sector
Foundation	Induced	Devoted		Significant
Adults	Schedule	Team		Similar
Adaptation	Intensity	Overlap		Source
Quotation	Crucial	Attained		Specific
Contrary	Via	Restraints		Structure
Media	Exhibit	Inherent		Theory
Successive	Bias	Route		Vary
Innovation	Manipulation	Protocol		
Prohibited	Theme	Founded		
isolated	Nuclear	Duration		