



## SHIRLEY HIGH SCHOOL PERFORMING ARTS COLLEGE

*Our Vision:*

*To develop aspirational learners who strive for excellence academically, creatively and culturally, benefitting from a wide range of opportunities led by inspirational educators.*

### WHOLE SCHOOL LITERACY POLICY

#### Intent:

*“Language and literacy skills provide students with the fundamental building blocks not just for academic success, but for fulfilling careers and rewarding lives.” (Education Endowment Foundation)*

At Shirley High School, our Literacy Policy aims to promote the ongoing development of communication, helping our learners to achieve their full potential in education, at work and wider society. This policy aims to raise learners’ attainment and empower them with the ability and skills to be able to use formal and academic language in a range of contexts such as reading, writing, speaking or listening.

To provide a high-quality teaching and learning experience in line with the expectations of our Shirley Learning Journey for all learners, it is paramount that literacy is an integral part of our curriculum. It is therefore embedded in our curriculum maps, medium term plans and lessons maximising all learners’ literacy skills enabling them to access all aspects of the curriculum. At Shirley High School we aim to ensure that all our learners are literate and can successfully use a common language for learning in all subject areas constantly promoting the values of higher education, work and making a positive contribution to wider society as a global citizen.

#### Implementation:

##### Whole School Reading

To ensure all students have high levels of literacy according to their age and individual learning needs we encourage learners to apply a wide range of skills in reading, writing and speaking effectively. During tutor time, we have a whole school silent reading approach (Drop Everything and Read) once a week.

- Key Stage 3 learners are expected to bring in their own reading books to tutor time where the reading material will be monitored and recorded by their form tutors to ensure that all students are reading challenging and new material appropriate for their age and ability.
- Key stage 4 and 5 learners will be provided with a reading booklet of both fiction and non-fiction literature and will use these to discuss a range of BIG ideas and ambitious vocabulary developing and promoting critical and oracy skills at all levels.
- A reading list challenge competition is also available and open to all year groups. Learners across Key Stage 3 and 5 will be given a reading list stimulating material that is also differentiated for a range of abilities.

Whole School Silent Reading at Shirley High School is designed to create a culture of reading but also aims to ensure that all learners can make inferences and refer to texts using evidence.

##### Literacy Tutor Time

At Shirley High School we promote high levels of written communication and accuracy in all our subjects. To encourage learners to write accurately, fluently, and effectively we deliver fortnightly literacy sessions during tutor time.

- A power point presentation of literacy activities is delivered to all Key Stage 3 tutor groups.
- Key Stage 4 learners are provided with a literacy style booklet preparing them for the literacy demands of their GCSEs.
- Key Stage 5 students are provided with a literacy booklet preparing them for UCAS and job applications when pursuing higher education and work.



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### **Literacy Displays / Resources and Vocabulary**

It is our duty to ensure that all learners are accurate in their use of grammar, punctuation, and spelling and can write using complete sentences and paragraphs. Learners are therefore encouraged to enter our monthly 200 word writing competitions.

- To promote and encourage high expectations across the school, classrooms will be equipped with literacy toolkit posters and literacy mats to be used in lessons.
- All subjects are also required to carry out fortnightly spelling tests on tier 3 vocabulary as outlined in the medium term-plans. These spelling tests will be used by teachers to inform lesson planning and produce resources for learners with special educational needs and disabilities.
- To further promote the use of an advance level of vocabulary in all subjects the “Word of the Week” will be displayed in classrooms and around the school.

### **SPaG Code and Marking**

**Sp** This word is spelt incorrectly. Rewrite this word with the correct spelling.

**P** Punctuation has not been used correctly. Please correct this.

**Cp** You have not used a capital letter correctly. Please correct this.

**Gr** There is a grammatical error here. Please correct this.

**^** There is a word or phrase missing here. Please correct this.

**/** A new sentence is needed here.

**//** You have not paragraphed correctly. Your teacher has inserted this symbol where a new paragraph should have begun.

**?** Your sentence doesn't make sense. Please rewrite this in a clearer way.

At Shirley High School we believe that it is imperative staff model the use of high-quality talk exposing learners to subject specific vocabulary in lessons and around the school as well as use the literacy marking code when deep marking formative and summative tasks in accordance with the whole school Marking Policy.

- Learners will be provided with an access to a dictionary in lessons.
- Literacy marking codes will be printed and clearly displayed in all teaching rooms.
- Learners will be familiar with our Literacy marking codes and use these to support their independent learning and directed improvement and reflection time (DIRT). Teachers direct learners to identify correct literacy errors in their work during DIRT lessons.

### **Literacy Intervention, Support and Provisions**

Our SEND department plays a crucial role in providing literacy support for students with SEND and a low reading age. Both the SEND department and HRC provide targeted literacy intervention.



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- In Year 7, we have groups of SpLD students, SLCN students and EAL students. The focus of these lessons is very much on raising the level of reading comprehension. The SEND department use the Lexia Reading Programme which is internet based. This was updated last year to include a variety of language tasks for students to complete at their own individual level. This is used for 30 minutes per lesson and they can also use it at home.
- At the end of Year 7 the SEND department discuss which year 7 students should remain in a literacy group for Year 8 and they continue providing ongoing support for these learners. In year 8 there is a focus on developing writing skills aiming to tailor the programme of work to the individual needs of the students.
- Learners with a reading age of 9 years and below receive literacy intervention provided by the SEND department. These interventions are based on the individual learner's needs.
- In Years 10 and 11 SEND department have a Support Option which is offered to learners who previously had help with literacy in Year 7. If they choose to this option, they have extra literacy and help with all of their other subjects at KS4.
- Learners with a reading age of 9 or below are supported throughout their time at Shirley High School. Students with a below than average processing, reading, and writing are issued with 25% extra time under exam conditions.
- On entry to Year 7 the SENCO uses the Access Reading Test for comprehension, WRAT 5 for spelling and the Hedderley Sentence Completion Test for speed of writing. This data is collated and sent out to all teaching staff
- Teachers use this data and information to plan their lessons ensuring that they model writing, select, and differentiate texts at levels appropriate for individual learning abilities and needs
- Termly monitoring and recording of reading books across all Key Stage 3 tutor groups allows the Literacy Co-ordinator and tutors to assess whether students are reading a wide range of texts that are age appropriate and challenging for the learner's ability.
- Fortnightly spelling tests in departments provide teachers with the opportunity to identify common spelling mistakes in tier 1 subject specific vocabulary.
- All departments make literacy visible through sign-posting key words and terminology in lessons as outlined in their medium-term plans.
- Misconceptions regarding SPaG are identified by teachers when deep marking formative and summative assessments and corrected in DIRT lessons by students; this is completed twice a half term across all Key Stage groups.

### **Impact:**

- Teachers reflect on the individual needs and strengths of every learner and plan lessons accordingly;
- High numbers of students using the LRC and reading in their own time for enjoyment;
- Student voice demonstrates that there is understanding of the moral and emotional world
- Evidence in QA process that policy is being followed throughout the school;
- Students make progress in line with their expectation.



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We want all at SHS to believe in and maintain the values of our school:

