



## **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, we are aware of the correlation between good literacy skills and wider social outcomes. As a result, we promote the belief that “teachers should develop pupils’ spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject.” (National Literacy Trust 2018). Our aim is to ensure that all of 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.

To provide a high-quality academic 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 delivery of lessons; thereby maximising all learners’ literacy skills enabling them to access all aspects of the curriculum.

The importance of literacy at Shirley High School is demonstrated by its management at senior and middle leadership levels and a robust system for assessment, monitoring and intervention is in place to ensure that students are offered as much support as possible in acquiring and developing literacy skills.

### **Implementation:**

#### **Whole School Reading**

To develop the reading skills of our learners and promote the love of reading we do the following:

- Test all students in key stage 3 and key stage 4 annually.
- Have a weekly designated DEAR time that happens during tutor time
- Communicate to learners the expectation for them to bring 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.
- Have recently renovated the school library which also has a designated member of staff who is responsible for the management and promotion of the reading.

#### **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 and 4 tutor groups.

#### **Writing 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.

- To further promote the use of an advanced level of vocabulary in all subjects the “Word of the Week” will be displayed in classrooms and around the school.
- Learners will be provided with access to dictionaries in lessons.
- Literacy marking codes will be printed and clearly displayed in all teaching rooms.



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- 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 all work reviewed under the schools Marking and Feedback policy.

### **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.

We expect staff to use the literacy marking code when deep marking formative and summative tasks in accordance with the whole school Marking Policy. The reinforcement of these expectations will form part of our quality assurance practices

### **Oracy**

At Shirley High School, we understand that "high-quality classroom talk is essential to pupils' thinking and learning. It is also linked to improvements in reading and writing, and overall attainment." (National Literacy Trust) We therefore believe that it is imperative that staff model the use of high-quality talk, exposing learners to subject specific vocabulary in lessons and around the school.

We promote the development of our learners' oracy skills by:

- Creating opportunities in lessons for students to communicate their ideas through spoken language.
- We use academic language in our teaching of students
- We promote the use of subject specific language and terminology in our lessons
- We offer students opportunities to engage in thought provoking and challenging discussions in our lessons.
- We provide support for students who experience challenges with verbal communication.

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

We use our data from NGRT tests to inform our intervention offer for our learners. Our SEND department also plays a crucial role in providing literacy support for students with SEND and a low reading age. The SEND department provides targeted intervention for specific students.

- All key stage 3 learners have access to the Bedrock Learning platform. Engagement in this literacy activity is encouraged by compulsory weekly homework. This expectation is reinforced through sanctions and rewards.



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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 uses the Lexia Reading Programme which is internet based. This was updated 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 can also be accessed and used at home.
- At the end of Year 7, the SEND department decides 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 and the provision is tailored to the individual needs of the students.
- Learners with an NGRT mean SAS score of 80 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, the SEND department has a Support Option which is offered to learners who previously had help with literacy in Year 7. If they choose this option, they have extra literacy and help with their other subjects at KS4.
- Learners with an NGRT mean SAS score of 80 or below are supported throughout their time at Shirley High School. Students with below average processing, reading, and writing are issued with 25% extra time under exam conditions.
- All students are tested at the beginning of the academic year using NGRT. This data is collated and sent out to all teaching staff. The SENCO uses the Access Reading test for comprehension, WRAT 5 for spelling and the Hedderley Sentence Completion Test for speed of writing for students needing more targeted support and intervention.
  - 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.
- All departments make literacy visible through sign-posting key words and terminology in lessons as outlined in their medium-term plans and providing resources for learners in their lessons.
- Literacy mistakes 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 are able to 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;
- Timely intervention for students in need of support.
- Students make progress in line with their aspirational targets.



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

