



SHIRLEY HIGH SCHOOL PERFORMING ARTS COLLEGE

Our Vision:

To develop aspirational learners who strive for excellence academically, creatively and culturally, benefiting 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, 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 for their reading age.
- 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.
- Provide a well-resourced school library, with a designated member of staff who is responsible for the management and promotion of reading for pleasure.
- Encourage engagement with the Accelerated Reading programme in years 7 to 9.
- Encourage reading for pleasure through the myON digital library across all key stages.

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 PowerPoint presentation of literacy activities is delivered to all key stage 3 and 4 tutor groups.
- A bespoke literacy booklet is provided for key stage 5 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.



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- Bedrock Mapper will be utilised across key stage 3 to teach subject specific (tier 3) vocabulary.
- Learners will be provided with access to dictionaries 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 will direct learners to identify correct literacy errors in their work during DIRT lessons.

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.

Staff will use the literacy marking code when deep marking formative and summative tasks in accordance with the whole school Marking and Feedback 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) Therefore it is imperative 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

Data gained from Exact - GL Assessment and New Group Reading Test (NGRT) inform our intervention offer for our learners. This data is collated and sent out to all teaching staff to support their planning and support learners in their lessons. 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 pupils.

- 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.
- Learners in key stage 3 with an NGRT SAS score of 80 and below receive literacy intervention provided by the SEND department. These interventions are based on the individual learner's needs.
- Exact data is used to provide targeted support for students in key stage 3 for either phonics and/or comprehension development.
- Learners receiving SEND literacy support are exempt from the weekly Bedrock homework; learners



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in SEND literacy support instead use the Lexia Reading Programme.

- Phonics literacy intervention is delivered using Fresh Start- Ruth Miskin Literacy. The programme is a research based catch-up literacy intervention for pupils at risk of falling behind their peers in early secondary schooling. It provides systematic and rigorous practice in phonics so that pupils are able to read fluently to access the curriculum.
- Comprehension literacy intervention is focused on raising the reading comprehension levels of pupils using reciprocal reading strategies.
- In Years 8 and 9, there is additional focus on developing writing skills and the provision is tailored to the individual needs of the students.
- 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 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 errors 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.
- Greater understanding of the moral and emotional world.
- Evidence in the 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.

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

