



AVANTI GRANGE

SECONDARY SCHOOL

Literacy Policy

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1. Definition and Intent

The term literacy covers a broad range of skills, across a wide discipline of subject areas but can be simplified across three pivotal disciplines.

- Reading
- Writing
- Speaking & Listening (Oracy)

Lacking the basic reading, writing and oracy skills is a tremendous disadvantage. Being Literate will not only enrich our students lives, but will create opportunities to develop skills that will help students take ownership of their learning, provide for themselves and grow in confidence when discovering new knowledge.

To access the aspirational curriculum offer at Avanti Grange, students will need to practice and develop each discipline as often as they can; therefore, all stakeholders share responsibility for developing literacy across the whole school on a day-to-day basis. Good literacy doesn't just happen inside schools though, students should be enriched with a high degree of literacy input both in school and at the home. By working together, our school community will challenge the difficulties that often arise though low-level literacy and develop confident, resilient and lifelong learners.

2. Reading

The development of reading skill at Avanti Grange will occur throughout all lessons, during form time, PSHE and outside of the classroom through the promotion of a love of reading. Opportunities to provide a variety of readings where students can be encouraged to read aloud will be central to curriculum design. This will take place through the following:

Activities

Students will have opportunities to:

- Use reading to research the subject area
- Use the library and ICT to support subject learning
- Be as independent as possible through reading to learn
- Read for pleasure
- Read a range of non-fiction text types
- Read texts in different media e.g., web articles, essays, social media etc.
- Read narratives of events
- To locate and retrieve information
- To select and make notes from a text
- To use a range of reading skills such as skimming, scanning, reading for meaning
- To read fiction texts which will support their learning in a subject area

Routines

Teachers will aim to:

- Provide multiple opportunities to facilitate reading development through their subject
- Present reading tasks at a suitable level
- Draw students' attention to structure, layout, format, print and other signposts

- Help students to skim, scan or read intensively according to the task
- Teach students to select or note only what is relevant
- Help students to question, challenge and recognise bias in a range of texts (especially social media)
- Support students who are at the early stages of reading
- Teach students to read identified subject vocabulary
- Staff Code of Conduct

Organisation

Lessons will provide:

- Opportunities to facilitate the assessment of reading either formally or informally
- Activities which focus on reading and reading skills
- Opportunities to understand and use specialist vocabulary (key words)
- Homework activities which require reading

3. Writing

The development of writing skills at Avanti Grange will occur throughout all lessons, during form time, PSHE and outside of the classroom through the promotion of a love of writing. To better the writing practice of students across the school, standardised resources can be found in the appendix section of this document. These appendices mirror the English department's efforts in developing sentence level work of students and will help solidify the practice across whole school. To note, students who are still developing handwriting skills will be encouraged to take their time in written responses, they may be asked to rewrite their ideas in clearer handwriting or to take part in a handwriting workshop with TA support. If handwriting does not improve, students may be considered to use a word processor for all lessons. Other methods to improve writing can be seen in the following:

Activities

Students will have opportunities to:

- Write in a variety of forms for different purposes
- Write for a range of audiences (including real ones)
- Plan, draft and discuss writing
- Use writing to organise thoughts and to aid learning
- Produce written material of a quality appropriate to their individual level of attainment
- Write for pleasure
- Structure an argument
- Record information and observations

Routines

Each subject area will aim to:

- Offer students models for writing in a range of forms
- Provide resources to support independence for all students
 - PLCs – Containing focus on writing skills (**appendix 1**)
 - New Vocabulary (**appendix 3**)
 - Success Criteria to use when completing any piece of extended writing (**appendix 2**)
- Help students to draft writing through the subject context

- Provide appropriate activities for students of all levels of ability
- Draw attention to the purpose and audience of writing
- Help students with handwriting, spelling and presentational aspects of writing
- Support self-esteem by displaying work at all levels which represents students' best efforts
- Teach students to spell identified subject vocabulary
- Use ICT to support writing activities
- Use writing to instruct, explain, recount, analyse, argue, persuade, evaluate

Organisation

Lessons will provide a variety of:

- Activities which feature writing as an essential element
- Models of high quality writing – within subject disciplines
- Homework activities which require a written response
- Progression in writing
- Progress in writing skills includes the development of the following:
- Movement from one word/short answer questions to extended writing
- From writing from a simple focus to complex writing
- Moving from scaffolded writing to planning and writing independently
- Writing for a range of audiences and purposes

4. Oracy

The development of oracy at Avanti Grange will occur throughout all lessons, during form time, PSHE and outside of the classroom through regular opportunity to speak, both in terms of casual conversations within the community but also academic/scholarly speech. To foster this development of oracy please review below:

Activities

Each subject will aim to provide a range of opportunities to:

- Use talk for a range of purposes and audiences
- Plan, discuss and evaluate their listening and speaking
- Explore ideas through drama and role-play
- Use talk to explore and evaluate other activities
- Use talk to express feelings and opinions
- Ask and answer questions in group discussion
- Solve problems collaboratively
- Engage in purposeful talk through encouragement
- Experience talks in a wider context beyond the immediate school community
- Understand that good listening skills are essential in the understanding of good manners and acceptable social behaviour
- Gain an insight into the ideas, perceptions, and opinions of others through active listening

Approaches

Lessons should enable students to:

- Value and respect talk of others
- Acquire knowledge, new concepts and understanding
- Acquire the skills needed to evaluate information

- Practise using new vocabulary
- Appreciate talk as a valuable area of learning
- Adapt talk to match the audience and purpose of the task
- Recognise the difference between Standard English and varied dialect around the school
- Foster self-esteem and pride in their own language

Organisation

Lessons will provide:

- Some activities which feature talk as an essential element
- Homework activities which require discussion techniques with parents or other adults
- Activities which focus on identified subject vocabulary
- Opportunities to facilitate the assessment of listening and speaking either formally or informally
- Explicit rules about classroom talk so that the opinions and ideas of everyone are respected
- Opportunities for all students to be able to speak openly and confidently without fear of ridicule
- Flexible teaching environments which are conducive to different speaking and listening activities

5. Deliberate Vocabulary Practice

At Avanti Grange, we recognise that key to developing all disciplines of literacy stem from having a confident grasp over vocabulary. Having access to an extensive vocabulary empowers and unlocks cultural capital for our students. With this in mind, we advocate deliberate practice of vocabulary across the entire curriculum offer. This includes all three tiers of vocabulary that a student may encounter within any given subject.

Tier One

Tier one consists of the most basic words. These words rarely require direct instruction and typically do not have multiple meanings. Sight words, nouns, verbs, adjectives, and early reading words occur at this level. Sometimes, clarification and instruction may be required for students to access the curriculum when using tier one vocabulary. For example, a teacher might ask students to collect books, write in green pens or underline dates with a ruler. These instructions all take a level of understanding of tier 1 vocabulary that often we assume students understand. Teachers can use their own professional discretion when teaching tier one vocabulary.

Tier Two

Tier two consists of high frequency words that occur across a variety of domains. That is, these words occur often in mature language situations such as academic writing and literature, and therefore strongly influence speaking and reading. Teachers should deliberately share tier two vocabulary with students so to develop their overall levels of literacy. This can be within a Geography, History or Science lesson where the teacher directs students to illustrate their point using the word/phrase “therefore”. Tier two vocabulary can also be highly sophisticated vocabulary that can be used to articulate meaning across a range of subjects, for example the word cataclysmic can be used within the context of a Geography lesson discussing natural disasters or within an English lesson describing the choices that Macbeth makes throughout the play.

Tier Three

Tier three consists of low-frequency words that occur in specific domains. Domains include subjects in school, hobbies, occupations, geographic regions, technology, weather, etc. We usually learn these words when a specific need arises, such as learning specific vocabulary for subject context, like *amino acids* during a biology lesson. Teachers should assess students for their understanding of tier three vocabulary and work to repair any gaps in the grasp over said language.

To develop vocabulary, teaching staff are encouraged to deliberately have students practice reading, writing, and speaking the vocabulary aloud. By doing so, students develop the use of vocabulary in all three disciplines of their literacy development. To help with the instruction of vocabulary, teachers are recommended to use the vocabulary practice format found in **appendix 3**.

6. Co-Curricular

The development of all literacy skills at Avanti Grange will also occur throughout multiple extra-curricular activities including:

- House competitions
- Reading for pleasure
- Clubs program
- National writing competitions
- Speaking and listening competitions
- Annual recognition days/weeks (poetry week etc.)
- Development of a Super-Curriculum

7. Assessment – Monitoring – Measuring Impact

Reading test

Each year, students will sit two external reading tests (TBC) that on completion will provide an indication of their current reading age and any progress made throughout the year. Using this data, in conjunction with other modes of baseline testing will provide Avanti Grange with important data concerning the progress of said Student, whether they are working under, at or above their expected reading age. This data will be provided to all staff so that planning and the relevant interventions can take place within the classroom setting.


Writing test

Each year, students will sit two external writing tests through the national No More Marking test that on completion will provide an indication of their current writing age and any progress made throughout the year. Using this data, in conjunction with other modes of baseline testing will provide Avanti Grange with important data concerning the progress of said Student, whether they are working under, at or above their expected writing age. This data will be provided to all staff so that planning and the relevant interventions can take place within the classroom setting.

Marking for literacy errors in student work

Although the marking of literacy errors will often require the class teacher to identify incorrect grammar, tense, punctuation and spelling, it should be emphasised that the ownership of literacy correction should be placed onto students to find faults & fix.

Teachers are encouraged to allow pupils to find the faults within their own work and fix these mistakes themselves. As such, the marking codes selected for the marking of literacy serve as instruction and guidance for the building of better sentences.

Code	Meaning
Sp	Missed Spelling
P	Punctuation Error
C	Capital Letter Error
//	New paragraph here
<input type="checkbox"/>	Tick box - A task needs to be completed
<input checked="" type="checkbox"/>	Tick box - You have completed the task
	Your next step (target) to level up work is...
?	Unclear
<u>Wilst</u>	Underlined mistake - student to fix...

Formative assessment

See Assessment Policy

Summative assessment

See Assessment Policy

8. Interventions and SEND Support

At Avanti Grange, we believe the first level of intervention comes from high quality teaching practices. This means that students should receive a level of inclusion and support in the first instance before receiving interventions at a much wider level.

Whilst all students benefit from our consistent, coherent, and comprehensive approach to literacy, some groups of students will require specific attention and targeted support. Through monitoring assessment data and using previous test scores, we should ascertain who these students are and will endeavour to provide a level of intervention that aims to develop the gaps in literacy as rapidly as possible.

Reading:

<https://www.thinkingreading.com/> - comprehensive reading program specifically designed for students entering secondary school with significant gap in reading attainment – complete with CPD
<https://fft.org.uk/tutoring/> - Reading program where we can use NTF money – primary school focus however – can be used with small groups though, interactive on laptops
<https://www.ruthmiskin.com/fresh-start-assessment/> - aimed at primary school aged children – however can be a starting point for students that did not/could not sit SATs before attending secondary school.

Writing:

<https://collins.co.uk/products/9780008530808> - a selection of lesson resources that can be photocopied, delivered to small groups of students with the aim in developing core writing skills.

Where appropriate, students that are significantly behind their peers in terms of reading or writing will take part in small group exercises to close the literacy gap.

9. CPD and Inset

It is important that all staff are trained to deliver high quality teaching practice, which includes the delivery of literacy across the curriculum. In the proximity of the school, CPD will be delivered by the schools Literacy Coordinator. Throughout the Trust, CPD exclusively centred on the development of literacy will be provided externally.

10. Parental Support

At Avanti Grange, we believe firmly that reading, writing and oracy should be developed continually outside of the school environment, therefore rely on parental engagement and support in the continual development of literacy for our students.

We will encourage all students to continue researching and reading around the topics of study at home and communicate what they are learning to their parents and/or carers. We will provide support and guidance online for healthy and supportive communications and provide workshops if necessary to further complement our aims.

We ask that parents support us in this endeavour through providing as many opportunities as possible to practice literacy skills at home.

Websites to help support Literacy at home can be found following the links below:

- <https://improvingliteracy.org/brief/supporting-your-childs-literacy-development-home>
- <https://literacytrust.org.uk/parents-and-families/>

Appendix A – Roles and Responsibilities

All staff must demonstrate an understanding of and take responsibility for promoting high standards of literacy. Students should be taught in all subjects to express themselves correctly and appropriately using ‘Standard English’, and to read accurately and with understanding.

Deliberate practice must occur throughout any piece of written work whereupon staff encourage the highest possible standard of writing from students whether that be through regular redrafts or through articulating the best possible sentences that express their ideas prior to the writing process.

This policy makes clear the specific responsibilities of certain roles within Avanti Grange.

The Trustees

- To provide overall strategic vision for the implementation of policy
- To review the impact of implementation of policy

The Senior Leadership

- Raise standards of literacy throughout whole school
- Enable students to access the curriculum
- Give students the skills needed to cope in the wider world
- Involve all stakeholders in promoting literacy skills

The Extended Leadership (Teaching and Learning committee)

- To closely monitor Student literacy progress
- To ratify/contribute to the literacy policy
- To make explicit/deliberate practice of developing literacy skills when coordinating the Avanti Grange curriculum offer
- To provide enhancement/intervention programmes as needed
- To establish strategies towards literacy that are consistent across the school, including training for staff and the use of appropriate resources
- To encourage home-school and school-community literacy links, including the use of appropriate and accessible (jargon-free) language in our communications with parents and others
- To develop the use of the library and the wider school as a literacy resource
- To foster a love of literacy through activities within and outside school

The Literacy Coordinator

- Work with the Leadership team to determine and implement an effective literacy strategy across the curriculum
- Ensure there is constructive liaison between subjects
- Ensure there is constructive liaison between the school and home
- Ensure constructive liaison between the school and feeder primary schools
- Assist in the monitoring of the literacy strategy and propose amendments in the light of evaluation and curriculum changes
- Assist in the implementation of interventions
- Review impact of interventions
- Ensure that all students are assessed and that their literacy targets are identified
- Ensure that all teachers are aware of each Student’s literacy targets

- Monitor teachers' focus on students' personal targets
- Provide training for teachers where necessary

Teaching Staff

- Provide high quality teaching so to ensure students with literacy needs are supported
- Promote students' appreciation of the links between reading, writing and oracy and the value of each, wherever possible
- Aid literacy through resources in each classroom and work area in whichever ways
- are appropriate
- Explicitly teach the technical, academic and specialist vocabulary of subjects and how to use and spell these words articulately
- Teach the patterns of language vital to understanding and expression in different subjects (for example, language to express causality, chronology, logic, exploration, hypothesis, comparison, and how to ask questions and develop arguments)
- Provide opportunities in class to extend vocabulary
- Have a knowledge and understanding of students attending interventions
- Have consistently high expectations in terms of the presentation of work
- Have a knowledge and understanding of data relating to literacy
- Know and focus on students personal literacy targets

Parents/Carers

- Provide opportunities to read, either for pleasure or to enrich current mode of study in school
- Provide opportunities to develop vocabulary, through discussion of the words learnt at school
- To support their child's engagement with Prep, encouraging the best quality work at all levels
- To have the highest expectations of their son/daughter's literacy development
- To know their son/daughter's literacy achievement and current targets
- To share in the success of any progress made toward becoming fully literate
- To liaise with the school concerning matters of literacy support