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Longdendale High School  
Whole School Literacy Policy

October 2023

<b>Policy Title:</b>	Whole School Literacy Policy
<b>Document Reference:</b>	SPT/POL/000115/LHS
<b>This policy applies to:</b>	All staff and students
<b>Owner/Author:</b>	Head of School/N Cole and C Walker
<b>Establishment Level:</b>	School
<b>Approving Body:</b>	Head of School
<b>Review Cycle:</b>	Annual
<b>Date approved:</b>	October 2022
<b>Date of Last Review (this should be the date on the cover):</b>	October 2023
<b>Summary of Changes:</b>	
<b>Date of Next Review:</b>	October 2024
<b>Related Documents/ Policies:</b>	
<b>Legal Framework/Statutory Guidance:</b>	

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# 1 Rationale

Every teacher at Longdendale High School is a literacy teacher. This is because in every subject, teaching and learning depends on successful reading, writing and speaking and listening.

Literacy underpins the learning of all students in all subjects at all times. It is the acknowledgement of this fact that serves as a starting point for everything thereafter. Language expands the realm of thought, emotion and most of all, experience. The success of raising standards in literacy depends on a whole school cross-curricular approach. Literacy is about social justice, not just reading and writing.

## 2 Introduction

At Longdendale High School, we firmly believe that literacy is an essential skill to enable students to read and write as experts in every subject across the curriculum. These skills are vital to make sense of the world around us. As such, the better we are at these skills the more successful we can expect to be in life. We recognise that improving literacy can have an impact on students' self-esteem, motivation, behaviour and attainment.

We believe that reading, and particularly reading for pleasure, has a direct impact on cognitive and social communicative development. It has been shown to improve health and wellbeing, as well as improving compassion and empathy for others. Our aim is to develop each student's potential to the point where they are reading at, or above, their chronological age. Baseline data will inform us of individual intervention needed.

### 2.1 The 4 key literacy priorities for 2023/24 are:

- All students reading ages to be accurately identified, with relevant students accessing intervention to support them to develop their reading ability.
- Further embed the Longdendale Reading Strategy to maximise the potential of reading opportunities across the curriculum.
- Develop, nurture and foster a 'love of reading' culture throughout the school.
- Work with Heads of Departments to refine their understanding of disciplinary literacy and how to improve writing in their subjects.

## 3 Literacy Standards

Students will be expected to write in full sentences and in Standard English; teachers are expected to model this, to challenge poor oracy and to provide students with vocabulary necessary for a high-level response. Before setting students to write, teachers should model the process of writing: the thinking, the planning, the drafting and the editing.

Across all subject areas, the literacy marking code will be used to support the correction and redrafting process. This can be found in the inside front cover of each student's exercise book and is referred to and used during lesson and dedicated 'RAMP' time.

Type	In Margin	In Text	Example
Spelling	Sp		<i>freind</i>
Punctuation	P		<i>I went to the shops I went to the zoo afterwards</i>
Capital Letters	CL		<i><u>tom</u> is a nice boy</i>
New paragraph needed	NP		
Omission			<i>She a girl.</i> ^
Wrong word	WW		<i>They live over their.</i>

## 4 Intention:

It is our intention that all students at Longdendale High School will be entitled to:

- Opportunities to use their literacy skills in relevant and motivating contexts
- Opportunities to develop a love for reading
- Opportunities to access a variety of writing of an appropriate reading age.
- Assessment that will identify their strengths, interests and experiences as well as needs and which will provide appropriate feedback to help them make progress in their literacy
- Early intervention to support students who have additional literacy needs
- Personalised learning and teaching experiences through quality first teaching
- Additional support where English is not their first language
- Access to technology to improve and enhance literacy development

## 5 Implementation:

### 5.1 Reading

Students have access to a wide range of reading books through the Longdendale Library. All students have access to the library before school, at break and lunch and after school. All students are expected to have a book in their bags at all times. As part of the English curriculum, all KS3 students will have a library lesson once per fortnight and a reading lesson once per fortnight. In these sessions, students will have dialogue with their English teacher around what they are reading and will be encouraged to explore different authors and genres.

Students and their parents have also been provided with recommended reading list related to specific subjects. In addition, the English department have created a book list entitled '100 books to read before you leave secondary school'.

Reading forms part of the tutor curriculum; Years 7-10 tutor groups read a book linked to the PSHE curriculum, an additional novel and a non-fiction book. Students have regular reading sessions with discussions which relate to key themes in the books. Year 11 students receive targeted intervention from different curriculum areas and engage in reading activities relevant to these subjects.

Across school, in order to ensure that students read often, reading opportunities have been built into the curriculum. Teachers use Walkthrus and the Longdendale Reading Strategy to maximise the efficacy of reading in the classroom.

Staff have received CPD on the explicit teaching of vocabulary across school. We aim for our students to become word curious, and make links between words across subject areas. Staff have also received training in retrieval practice when teaching vocabulary, and there is a focus upon revisiting words throughout the year.

All students have access to Spellzone. They are encouraged to access the website to work on their course pathway. In addition to this, subject areas across school use Spellzone to set homework to learn key vocabulary spellings in their subject area.

## 5.2 Interventions

Year 7-10 students are reading age tested at the start of the academic year using the GL Assessment NGRT. Some students will be identified as needing additional support to access the curriculum. These students will have targeted intervention that includes some of the following:

### 5.2.1 Ruth Miskin Fresh Start

- Direct teaching underpins Fresh Start. Each session, students learn new letter-sounds and review previous sounds and words. They apply what they have been taught by reading words containing the sounds they know in lively, age-appropriate stories and non-fiction texts that are closely matched to their increasing phonic knowledge. By the end of the programme, they will be able to read these accurately and fluently. Students who have a challenge with phonological recognition will access this intervention.

### 5.2.2 Better Reading Partnership

- The Better Reading Partnership is a 1-1 provision which consists of 2x30 minutes sessions for 10 weeks. The primary focus is to improve reading comprehension skills and fluency through questioning and increase student confidence in reading a variety of text types.

### 5.2.3 Specialist Literacy Intervention

- For some Students with significant special educational needs it is advised that they access 1-1 intervention to support the progress towards targets set out in EHCPs, EP reports and other professional advice. Students requiring this intervention will be identified by the SENDCo and Assistant SENDCo, and an individual learning plan will be prepared, implemented and tracked by the HLTA.