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Longdendale High School
Whole School Literacy Policy

October 2022

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

Contents

1	Rationale.....	4
2	Introduction	4
3	Daily Teaching and Learning Literacy practice across all subjects	4
4	Intention:	5
5	Implementation:.....	5
5.1	Reading	5
5.2	Interventions waves and Support	6
5.2.1	Target English	6
5.2.2	Ruth Miskin Fresh Start	7
5.2.3	Better Reading Partnership	7
5.2.4	Specialist Literacy Intervention	7

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 3 key literacy priorities for 2022/23 are:

- All students reading ages to be equal to or above their chronological age.
- To develop, nurture and foster a 'love of reading' culture throughout the school.
- To improve standards of written literacy across all curriculum areas.

3 Daily Teaching and Learning Literacy practice across all subjects

1. Students: always write in full sentences
2. Staff and students: talk, model, write
3. Students: Check your work

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 <u>their</u>.</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. All students have access to the brand-new library, before school, at lunch and after school. Each tutor group is invited into the library on a rota at the start of each term and are encouraged to take out a book. All students are expected to have a book in their bags at all time. They need this for their 'Smart Start' to lessons in English.

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'. A termly newsletter is sent home to parents which provides them with the literacy calendar for that term and updates them on current events and activities, new book releases and promotes local bookshops.

Reading forms part of the tutor curriculum; Years 7-10 group have a book linked to the PSHE curriculum. Students have lessons and discussions once a week which relate to key themes in the novel. They look at topics such as: systemic racism, police brutality, bullying, grief friendship, LGBTQ+ relationships, consent, internalised racism, and radicalisation. Year 11 students read extracts from current YA and Adult book releases to give them new ideas on books to choose independently. These also look at key themes linked to PSHE/Careers, and involve class discussions to develop oracy skills. In English, students have a weekly reading lesson where, over the year, they will read an additional Contemporary novel, Contemporary play

and 19th Century novel. These lessons aim to promote reading for pleasure, and to develop key reading skills of recall, comprehension, inference, analysis and evaluation. There is also a focus on developing oracy skills through paired, group and class discussions.

Across school, in order to ensure that students read often, reading opportunities have been built into the curriculum through the topic overviews in place at Key Stage three. These opportunities are intended to develop cultural capital. There will be a focus on disciplinary literacy to ensure all staff teach students how to read successfully in their own subject area.

In the designing of the curriculum, staff have been asked to ensure that topics are text rich and that they have clearly identified opportunities to promote literacy in their planning. These are quality assured through SLT department links. There is a key focus on the explicit teaching of vocabulary across school, with opportunities for students to understand the etymology and morphology of words. Staff have received training in this, along with training in identifying prefixes, suffixes, synonyms and antonyms. 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, and are set homework on this once every 3 weeks in English. They are encouraged to access the website to work on their course pathway for at least 1 hour per week. In addition to this, subject areas across school use Spellzone to set homework to learn key vocabulary spellings in their subject area.

We have invested in the vocabulary software Bedrock to use as an intervention tool for our DA Students. Bedrock focuses upon broadening the vocabulary of our Students, in order to make them 'word rich.' The vocabulary is cross curricular, and will help them in all subject areas. Cohorts have been identified and will spend 12 weeks accessing the program during tutor sessions, and independently at home.

5.2 Interventions waves and Support

All KS3 students are reading age tested at the start of the academic year using the GL Assessment NGRT. All KS3 students have also completed a writing baseline assessment that provides a writing age for each student allowing us then to triangulate the reading and writing age data to gain a more accurate picture of students' literacy attainment. 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 Target English

- Target English groups consist of Year 7 Students who have been withdrawn from their mainstream English reading lesson plus one other curriculum lesson, a fortnight, for a period of time to cover targeted literacy interventions delivered by our Literacy HLTA. The Students who qualify for this are those who enter the school below the equivalent of a level 4 or have a standard score of 85 or below in the reading assessments conducted by the Inclusion Team. For year 8, the Target English groups consist of Students who entered the school below the equivalent of a level 4 or have a standard score of 85 or below in reading assessments conducted by the Inclusion Team. Students may also be identified for this provision based on a recommendation from an external professional such as an Educational Psychologist or Advisory Teacher.
- In Year 9 selected students have additional English Intervention lessons. In these lessons they read a class reader, and work on inference skills. They also focus on development of vocabulary. In Year 11, there are English Intervention classes, where cohorts of Students have been identified as needing further support with their literacy skills. These Students have 3 lessons per fortnight. They have one lesson which focuses on the development of key SPaG skills; one lesson which focuses on reading for pleasure and one which focuses on Non-Fiction/19th Century texts and writing skills. There is a curriculum map in place for these lessons.

5.2.2 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 reading age of 9 years and below will complete this intervention programme.

5.2.3 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 through questioning and increase student confidence in reading a variety of text types. Students are identified through in school referrals and external recommendations, following this they are then screened using the YARC assessment both as a baseline and at the end of intervention to measure progress.

5.2.4 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.