The Oswaldtwistle School

OS

Oswaldtwistle School MAKING A DIFFERENCE

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Disciplinary

Literacy Policy

June 2023

Disciplinary Literacy Policy

Literacy is a huge barrier to learning for a majority of our young people, largely as a result of the difficulties they have encountered in their learning journeys to date. In response, all members of staff work extremely hard to promote Disciplinary Literacy across the curriculum as advocated by the Education Endowment Foundation **(See Appendix 1)** as we fully recognise the importance of these skills for the long-term achievements and success of our students.

Aims of the Policy

- To foster a shared understanding of the importance of language and literacy in the learning process, and in the longer-term development of our young people.
- To improve students' standards of achievement in English and across the curriculum.
- To develop students' confidence and ability to express themselves and communicate effectively with others.
- To create a whole school literacy ethos that sees staff and students positively engaging with an extensive range of literacy activities that permeate school life.

Promoting Disciplinary Literacy at OSSS

Literacy across the school is co-ordinated by the English Team and overseen by the Headteacher. They in turn work very closely with the SENDCo and Lead for Phonics to support the wider staff team to secure the literacy vision. Literacy is recognised as being the collective responsibility of all staff and everyone works hard to deliver the varied activities that are in place to help secure the policy aims.

Whole School Literacy Responsibilities - specific

- **SLT Lead**

    Sandra McKenna (Headteacher) – Responsible for overall Implementation and profile

- **Middle Leaders**

    Adele Bannister (English/Literacy Lead) and strategy Co-Ordinator

    Stacey Greggory (SENCO) – assessment and Intervention Co-Ordinator

- **Teaching Assistant**

    Kirstie Emmitt – Lead for Phonics and Literacy Intervention sessions

- **Literacy Champions –** 2 elected students

Responsibilities – general

- Teachers across the curriculum will take every opportunity to provide students with the knowledge, skills and understanding they need to read, write, speak and listen effectively.
- All staff will support the literacy ethos by promoting the strategies that are in place to encourage all students to develop and strengthen their literacy skills.
- Students will be encouraged to recognise their own literacy needs and identifying what they need to do to improve.

Areas of Disciplinary Literacy (See Appendix 1)

Given the nature of our school we find that many of our students on entry have a reading age below that of their years. In many cases their inability to read with fluency and understanding is a key barrier to learning which has often manifested itself in poor behaviour. As many of our students remain with us for just a short period of time, our main focus is on reading and to a lesser degree, writing and oracy; however, we do promote all aspects of Disciplinary Literacy, especially with our longer stay students.

As members of an educational team, we understand the emotional, motivational and cognitive impact of poor reading on misbehaviour, low self-esteem and poor mental health and as such believe that reading opportunities should be regular and plentiful and very much part of the fabric of the school. In line James and Dianne Murphy (2018) we believe that failure in reading is not an option as in turn this will impact on a young person's ability to become a well-informed, participating and productive citizen. Quite simply it is our moral obligation to support success in this area.

1. **Reading**
As a school it is our intent to;
- engage in early and systematic assessment of reading
- develop effective reading interventions for students below age-related expectations
- train teachers on how they can support students to improve fluency and comprehension when reading
- develop a reading culture, for both purpose and pleasure
- increase student resilience to tackle more challenging texts in the classroom
- increase the reading ability of all students and their wider literacy skills of writing and oracy.

Implementation - based on the findings of the DFE document; 'Now the whole school is reading': 2022 and the EEF Implementation process.

- SLT and members of the Reading Team drive reading across the school and offers training to all staff who teach reading.
- In turn staff appreciate that reading is the result of word recognition, which in turn relies on phonics, and the relationship between written letters and their sound which in turn links to comprehension and improved fluency.
- We promote reading strategies and everyone knows they have a responsibility for teaching reading.

- We operate robust baseline assessments upon entry to the school and at two additional points during the course of the academic year to measure impact.
- We have clear intervention strategies in place for struggling readers and closely monitor the impact of these strategies.

Our reading vision quite simply is;

To develop a reading culture across the school, for both purpose and pleasure; a culture that is enjoyed by teachers and students, that results in improved levels of fluency and comprehension for all our young people.

Promoting Reading

- The use of subject related textbooks in lessons.
- Every two weeks, all departments will encourage reading by initiating a reading task related to their subject. Staff will nominate a student for 'Reader of the Week' to encourage participation in reading.
- 'Shout outs' in assembly for the best subject specific readers of our reading weeks.
- One assembly per half term devoted to an author/authors and a selection of his/her/their books.
- One form period per week that involves the group selecting a book and reading it aloud in the classroom, in turn. Spelling acquisition activities and reading/comprehension tasks also take place.
- A reading intervention programme for the bottom 20% of readers.
- The sharing of reading ages and spelling ages with all staff on a weekly basis that identifies the bottom 20% of readers. Gains in reading over time are also shared.
- Regular staff training activities to cover reading strategies linked to Decoding, Fluency and Comprehension (**see appendix 2 for full training details**)
- Staff should provide opportunities for reading as a class, in groups and individually and encourage reading aloud, if appropriate to the task.
- In lessons, all needs should be met through a range of varied and appropriately differentiated reading resources.
- Reading and research tasks should be used in class and students should be encouraged to read books/newspaper articles on line etc.
- All staff, should actively promote skimming and scanning skills when appropriate.
- Teachers should promote the enjoyment of reading and share their reading 'joys' and experiences with their students.
- Classroom teachers work hard to expand the vocabulary range of their students' by ensuring that they learn to pronounce, understand and use a maximum of 12 key words for each taught topic. In addition, they should be explicit about the key words they would expect to find in any given piece of writing and use frequent retrieval of knowledge exercises (ROK) to embed these words to the long-term memory of their students.
- The use of dictionaries and thesauruses is encouraged in all lessons, in an attempt to increase the vocabulary of our students along with their understanding of the language and in turn, the fluency of their reading.
- English Quizzes - Tuesday registration time.

2. **Promoting Writing**
- Staff should always model high standards of presentation at all times and all work should be presented with date and title/Learning Objective.
- Students should be encouraged to write in extended form and to use the appropriate Literacy mats during their lessons. The literacy mats include: connectives, persuasive features, punctuation, paragraphs and sentence structures.
- Writing mats covering: articles, leaflets, posters, formal and informal letters, reviews and speeches, are used by staff to support students on written tasks.
- Staff should model all pieces of writing and scaffold learning where necessary, using writing frames etc. to aid extended writing.
- Teachers and teaching assistants encourage the use of full sentences when completing writing tasks and demonstrate how to use the question to start the answer.
- Teachers and teaching assistants should promote good use of punctuation, spelling and grammar in all written task.
- Teachers should create opportunities for peer literacy marking, using the literacy marking key, they should focus on only one or two aspects per opportunity e.g., capital letters, grammar, spelling and punctuation. A child friendly version of our marking policy is given to all students and is used to support students in the development of their literacy skills.
- The use of dictionaries and thesauruses are actively encouraged in all lessons in an attempt to support students to extend their vocabulary and correctly spell an increasing number of words.
- The English Department provide staff with an exemplar 'Literacy Target guide' to support teachers in identifying gaps in student's written work. This target will be linked to student's own personalised 'STAR' targets and evidenced on student's Progress Markers.
- One literacy lesson per week is devoted to intervention in the areas of spelling, punctuation, grammar and language features.

3. **Promoting Speaking and Listening**
- The importance of speaking and listening is be promoted by all staff.
- All staff should lead by example, ensuring that 'Standard English' is used at all times and in return, they should expect this from the students.
- Staff should always encourage students to use 'Standard English' instead of slang or inappropriate colloquialisms.
- Opportunities should be created for discussion in a range of contexts and forms: whole class, small group, paired, individual contribution and role play etc.
- Tutors should ensure that all members of their form take an active part in Friday registration's 'Newsround' activity and also encourage students to fully participate in the Tuesday 'Registration Quiz' to develop their speaking and listening, critical thinking and reasoning skills.

    N.B. More general ideas for development include; guest speakers, library visits, a reading challenge, debates, drama and an English drop-down day that will include activities such as, learning a different language, role plays and designing a personal bookmark.

Marking for Literacy
- The literacy marking policy should be used by all staff when assessing students' work.
- The literacy marking key/posters should be on display in all classrooms.
- Staff should encourage self/peer marking of literacy with students marking their own or a partner's work with purple pen.
- Opportunities to praise the effective and accurate use of literacy skills should be seized.

- Mistakes should be identified with the appropriate symbols in the margin. If no margin is available, symbols can be placed next to the error.
- Note It is not policy to indicate every single mistake in students' work, especially when marking the work of students who have low levels of literacy in all areas of spelling, punctuation and grammar.
- Staff should ensure that appropriate literacy targets are recorded on all Progress Markers and subsequently recognise attempts made by students to achieve these targets.

Appendix 1: EEF 7 Strands of Disciplinary Literacy

EEF 7 Strands of Disciplinary Literacy and focus areas for development: 2022/3 – 2023/4

1. Prioritise disciplinary literacy across the curriculum (focus – 2022/3)
2. Provide targeted vocabulary instruction in every subject (focus – 2022/3)
3. Develop students' ability to read complex academic texts (focus – 2022/3)
4. Break down complex writing tasks (focus for 2023/4)
5. Combine writing instruction with reading instruction in every subject (focus for 2023/4)
6. Oracy – provide opportunities for structured talk (focus for 2023/4)
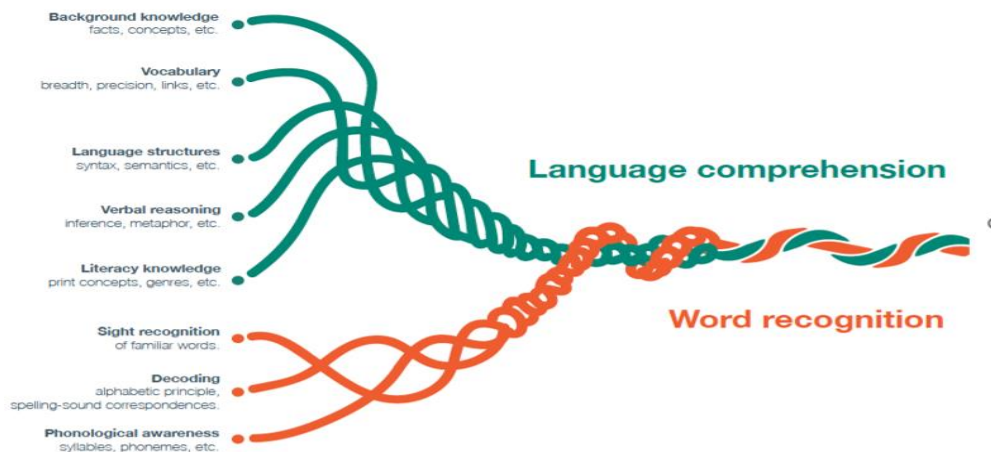7. Provide high quality interventions for struggling talk (focus – 2022/3)

Appendix 2: Staff Training – 2022/3

Over the course of this academic year all staff have received appropriate training to help secure our intended outcomes.

Scarborough's reading rope has been shared with all staff.

FIGURE 1: THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING[7]

The key barriers to reading have also been shared with all staff

1. Decoding
This is the "sounding out" of words that don't look familiar.
To decode a word, staff have been trained in the sound/sounds each letter/groups of letters make and how to take apart the word and blend the sounds together.

How to support decoding?

Staff are able to teach students how to break words down into syllables and then blend together for multisyllabic words and are appreciative of the need to share the meanings of common prefixes, suffixes, inflectional endings, and roots if appropriate.

Prefixes	Suffixes
Anti – Against (Antifreeze)	-ship: position held (internship)
Mis – wrongly (Misfire)	-er: one who (trainer)
Super – above (Superstar)	-ity: quality of (serenity)
Un – not (Unfriendly)	-ment: condition of (punishment)
Re – again (Return)	-ness: state of being (sadness)

Inflectional endings

An inflectional ending is a group of letters added to the end of the word to change its meaning

Heart	add 's'	Hearts	's' makes a noun mean more than one
Mix	add 'es'	Mixes	'es' makes a noun mean more than one
Play	add 'ing'	Colouring	'ing' means an action is happening now
Play	add 'ed'	Played	'ed' means an action has already happened

Root Words

These are words without a prefix or suffix. They are helpful for learning the meaning and the spelling of the word

Prefix	Root Word	Suffix
Un	employ	ment

2. Fluency

Staff have also gained an appreciation of the need to be a fluent reader and how this can be developed. We agree with T. Rasinski in that, reading fluency is a key component to proficient reading and that fluent readers can decode words accurately and quickly by sight which allows them to dedicate their cognitive effort on comprehension of meaning. We do acknowledge that readers who struggle with fluency can decode accurately and comprehend texts but do so slowly.

Fluency characteristics – staff are aware of the following;

Vocal emphasis

Tone – Rise and fall

Inflection – Punctuation

Appropriate use of pause

Vocal tones to represent the characters' mental state

Strategies to increase reading fluency.

Model fluent reading through the teacher or a capable peer

Provide feedback on the modelling

Provide frequent opportunities to practice fluent oral reading and give feedback

Teach any new vocabulary beforehand when choosing passages to practice for fluency

In non-repetitive wide reading, the student should practise with successive passages

3. Comprehension

Staff have received a significant amount of training in this area and have literacy mats to support improvements in this area. They appreciate that;

Comprehension is gaining meaning and understanding of the information and ideas from a text.

As the need to gain meaning from a text increases through school, so does the need for comprehension as well.

Struggling readers - unable to recognise that they have not understood a part of the text, and if they do, they often lack strategies to fix the problem.

Before reading all teachers are encouraged to think about the following strategies to support comprehension

- Predict the content by looking at the title, the layout, connections to prior learning, the images etc. – get the students to make a prediction about the text's content prior to reading it.
- Help students to know how to approach the extract and what is required of them. Share the questions in advance if appropriate.
- Activate prior knowledge with Mind Maps, discussions etc.
- What vocabulary will you need to pre-teach?
  How many tier 2 words are students being exposed to in the text? How will you ensure that students understand the terms?
  (Tier 1 – High frequency vocabulary in everyday life for example, table, slowly, write, horrible; Tier 2 – Medium frequency words for academic language used across different subjects for example describe, compare etc. and Tier 3 – Low frequency words – Subject specific language, for example trigonometry, photosynthesis etc.

What do we need to focus on whilst students are reading?

- As you go through the text, how would you ensure that students understand what is being read?
- At what points would you stop and question?
- Do students understand how they are supposed to present their answer from the question?
- What strategies would you teach students to be able to read it independently?
- How to make information stick?
- How will they monitor what the text is about as they go?
- Are students aware of how to annotate as they go?
- Choose appropriate aspects of the text, predict, question.
- Model reading – read the text to the students. Model expert reading, including pronunciation of new terms and emphasis as and where appropriate
- Active Reading – Students read the text independently
- Clarify any words/phrases the students do not understand. Model dictionary use, deciphering meaning from context.
- Reading Out Loud – Give the students chance to read the text out loud. As a whole class, in pairs, or in small groups
- Read or listen not both. Don't make students 'follow along' – This is likely to reduce their ability to comprehend written text.

After reading all teachers are encouraged to give students time to discuss the text they've read by using the below strategies;

- Offer scaffolding and structure to support discussions
- Question students and in so doing help them to generate their own questions for either the teacher or the class to answer.
- Help students to summarise what they have read before moving on. If students can't do this then teachers are encouraged to revisit the text and address any possible misconceptions.
- Once understood students should be encouraged to do something with it, for example answer questions etc..
- Make notes to assist: graphic organisers, discussions etc.
- Support reflection and note taking

Presentation checklist to support reading

- Clear layout of document – title, paragraphs
- Font size is increased – no less than 12
- Go through with format paint brush to make keywords bold
- Number paragraphs
- Comprehension questions and answers provided
- Key vocabulary or difficult vocabulary definitions given in a list

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