



# Literacy Policy

<b>Start Date:</b>	<b>Spring 2024</b>
<b>Date of Next Review:</b>	<b>Spring 2027</b>
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<b>Responsible Committee:</b>	<b>Education Committee</b>

All teachers are teachers of literacy and as such, we, the staff of Haileybury Turnford are committed to developing literacy skills in all students, in the belief that it will support their learning and raise standards across the curriculum. Students will be taught in all subjects to express themselves appropriately; to read and write accurately and with understanding.

### **Principles of our Literacy Policy**

1. All staff share responsibility for student literacy.
2. Staff share responsibility for every student's attainment.
3. All elements of the Literacy Policy should be reflected across the curriculum and within lessons.
4. The term literacy includes all three components of language:
  - i. speaking and listening
  - ii. reading
  - iii. writing.
5. The Literacy Policy will reflect the needs of every student.
6. The Literacy Policy will build on the strengths of existing practices and procedures.

### **Speaking and Listening**

All staff will seek to develop opportunities to include oral opportunities in lessons. We will teach students to use language precisely and coherently. We want our students to develop increasing confidence and competence in speaking and listening so that they are able to:

- clarify, develop and express their ideas and explain their thinking;
- adapt their speech to a widening range of circumstances including paired and group discussions and speaking to a larger audience;
- use varied and specialised vocabulary;
- speak for a range of purposes e.g. to narrate, to analyse, to explain, to reflect and evaluate;
- identify the main points to arise from a discussion;
- listen with understanding and respond sensitively, appropriately and constructively.

Teachers should provide opportunities for students to develop their speaking skills within lessons. These opportunities are built into schemes of learning and should build on previous learning. Teachers should provide questioning opportunities where students are to provide extended responses. Students should be provided with opportunities to review each other's answers and to build on each other's verbal responses.

### **Reading**

We recognise that reading is the key to improved literacy across the curriculum, as such we want our students to enjoy reading, to be able to use their reading to help them learn and to develop increasing confidence and competence in reading so that they are able to:

- read fluently, accurately and with understanding;
- become independent and critical readers and make informed and appropriate choices;
- select information from a wide range of texts and sources including print, media and ICT and to evaluate those sources;

- apply techniques such as skimming, scanning, and text-marking effectively in order to research and appraise texts.

Subject teachers will teach the technical and specialist vocabulary of their subjects – how to use and spell these words. Students will be encouraged to use the library and ICT.

### **The use of reading within lessons**

Teachers will explicitly teach reading skills to our students at HT. The “everybody reads” slide is a key component of our prescriptive slides which all teachers must use. Teachers should embed the use of this slide into their scheme of learning regularly. Teachers are encouraged to model reading where possible and explicitly teach difficult language to our students.

### **Reading programmes**

A range of reading programmes are used to help improve the reading of our students including Lexia. This is a targeted intervention to help boost the reading of students across KS3. Phonics intervention takes place with our most vulnerable readers. Reading is also a key component of morning form time. Reading takes place in form time regularly and all students are expected to have a reading book.

### **Writing**

We want our students to develop increasing confidence and competence in writing, and particularly in extended writing, so that they can:

- write in a widening variety of forms for different purposes e.g. to interpret, evaluate, explain, analyse and explore;
- develop ideas and communicate meaning to a reader using wide-ranging and technical vocabulary and an effective style, organising and structuring sentences grammatically and whole texts coherently;
- present their writing clearly using accurate punctuation, correct spelling and legible handwriting;
- apply word processing conventions and understand the principles of authoring multi-media text.

Approaches could include offering models, frameworks, help with handwriting, spelling and presentational aspects.

### **Spelling**

At Haileybury Turnford we recognise the importance of teaching our students extended vocabulary and spelling. To help improve the spelling of our students, we have invested in a programme called Spell Zone. This is personalised on an individual level and all students are able to access the material. Students sit a pre-test to judge their level of spelling and they are then able to progress through the program. Positive progress is usually shown when the students sit the test again.

### **Monitoring and Review**

The school, via the Governors' Education Committee, monitors the appropriateness of this policy, measuring its impact by taking into account levels of literacy and achievement, and the quality of education it provides to all students.

### **Legislation and guidance**

This policy reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010.