

# **Ellingham Hospital School**

## **Literacy Procedure**

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### **Ellingham Hospital School**

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## **Introduction**

In this policy statement we address literacy in its widest sense, i.e. including speech, language and communication. For many of the children and young people these aspects of learning represent the most significant barriers to learning. Some have learning difficulties, some have lost ground through having missed education, and many react negatively to lessons in which reading and writing play a part.

For all of them, progress in literacy is essential, in that it plays a part in all aspects of the curriculum, and is closely allied to thinking and learning skills. Because of this it is the highest of priorities within the curriculum

## **Rationale**

*We aim to provide a supportive, stimulating, secure and supportive environment where children and young people are encouraged to express themselves and where their contributions are valued. We will provide for the language development of pupils and will develop their ability to use language to think, to explore and to recognise and communicate their ideas. We will at the same time take into account how we support literacy difficulties when planning, so that we can provide access to learning experiences across the curriculum that are matched to ability and interest, whatever the language level of the pupil*

## **Principles**

1. Literacy is a right for all pupils and a central part of preparation for adult life.
2. There is a responsibility upon all teachers and support staff to develop literacy, and to approach its development consistently.
3. We will prioritise the development of literacy across all areas of the curriculum
4. We will consider the literacy demands of all lessons, tasks, and resources; ensure that they are matched to pupils' attainment.
5. We will make literacy support a key feature of differentiation in all subjects.
6. We will carry out baseline testing on entry to the school and subsequently to ensure accurate assessment of need.
7. We will ensure that all staff has accurate information about the literacy levels of pupils they teach, about how best to support them, and about their targets for development.
8. We recognise that language is central to students' sense of identity, belonging and growth; and in turn to raising students' own expectations of achievement, improving students' confidence and self-expression;

## ***Aims***

1. To raise the standard of literacy;
2. To enable pupils to express and communicate meaning in spoken language, listening to and interpreting what others say and matching style and response to audience, context and purpose;
3. To provide pupils with a range of relevant and purposeful opportunities to develop their ability to read, understand and engage with various types of text for enjoyment and learning;
4. To enable learners to communicate using written language effectively, making and shaping text appropriately, according to context, purpose, reader or audience.
5. To support students' learning in all subjects by helping teachers to be clear about the ways in which their work with students contributes to the development of students' communication skills;
6. To develop a shared understanding between all staff of the role of language in students' learning and how work in different subjects can contribute to and benefit from the development of students' ability to communicate effectively;

## ***Roles and responsibilities:***

### **All staff should:**

- Model and promote good use of language, and positive attitudes towards literacy;
- Be aware of their own contribution to language development for young people;
- Be aware of the needs of and targets for individual learners and how best to address them.

### **Teachers should:**

- provide a supportive and stimulating environment, planning for purposeful activities within which learners develop literacy skills;
- provide a variety of resources and opportunities for a wide range of balanced activities to encourage the development of skills in talking, listening, reading and writing;
- monitor the development of skills in literacy;
- Evaluate and assess the development of skills in literacy.
- Take into account literacy difficulties when planning their lessons, targeting learning support accordingly, and using a range of strategies to ensure that literacy difficulties do not prevent progress elsewhere in the curriculum.

### **Learning Support Assistance should:**

- Recognise what their own role is in supporting individual learners in the classroom
- Contribute to one-to-one interventions as planned
- Contribute to assessments of progress

## **Literacy Assessment and Intervention**

Upon admission as soon as possible a student is provided with a WRAT 4 Assessment to ascertain their functioning ages for reading, spelling and sentence comprehension. From these outcomes, students can be placed onto literacy interventions to improve their functioning age for reading, spelling and sentence comprehension. Interventions form part of the student's English lessons and it is recommended that three times a week per intervention at approximately ten minutes long is required. WRAT 4 Assessments are repeated at the start of each term and the effectiveness of the intervention is reviewed based upon progress made.

## **The challenges for literacy development: Speaking and Listening**

*Speaking and listening are fundamental skills upon which the educational development of our children and young people depend. Through the development of oral skills, they learn about language and this equips them to demonstrate and refine their learning. Literacy and thinking are closely associated.*

*Our overall aim is for our pupils to become efficient language users. This will be achieved by devoting time, energy and resources to the development of oral communication. Through purposeful interaction with teachers, pupils will be provided with experiences that develop their skills and their thinking.*

### **Classroom environment**

All classrooms will be an environment to learn and will have a focus on literacy. There will be the students work on display in every subject. Speaking and listening is at the heart of all lessons taught. All students are encouraged to talk and be part of discussions. Students will understand that joining in with discussions around topics is learning.

### **Teaching approaches and organisation of learning**

#### **We need to take account of:**

- the need for planning for talk in all areas of the curriculum
- the provision of experiences and activities to promote a wide range of types of talk
- the value placed on Talking and Listening for social, communicative and cognitive purposes
- classroom organisation and management eg use of pairs and groups; varying composition of groups; varying roles in groups
- the teacher's role in modelling oral language
- use of resources and display eg 'talk board', interest tables, book displays,
- television and radio, computer software
- Speaking and listening as a preparation for reading and writing.

## **Challenges for literacy development: Reading**

*Our aims are that our children and young people will learn to read, will enjoy a wide variety of texts and will become independent, critical, life-long readers and learners. Reading, with appropriate support and encouragement will in turn provide access to learning right across the curriculum. We ensure that there is a separate reading lesson for all key stage 3 to develop their skills.*

### **Classroom environment**

Due to the safety aspect of some of our students items, to include books, cannot be left in the classroom. However, every effort is made to encourage reading and being read to, as part of the education day. Depending upon a student's risk assessment, they can 'borrow' books from school to read during their own time.

Books are on display in the classrooms within the actual school building, where the risks of students are less so, than students schooled on the ward.

### ***Teaching approaches and organisation of learning***

#### **We need to take account of**

- regular reading to and with pupils in all classes
- paired reading with peers or an adult
- phonics teaching
- language experience, combining writing and reading
- modelling of reading strategies
- guided reading in small groups

### **Challenges for literacy development: Writing**

#### ***Rationale***

*Writing is an essential tool in the learning process. People write to express their emotions, to convey their thoughts and opinions and to present evidence of research. By developing these skills we can equip our learners to use writing across the range of curricular activities in which they are involved.*

*Our aim is that our pupils will develop the ability to write effectively in various forms according to purpose and audience.*

#### ***Classroom Environment***

All classrooms showcase students own work.

Dictionaries and word banks are used effectively with all students.

Within the showcase of students work, there is a lot of focus on student's writing. This is in the form of photographs of students with white board work from English lessons or with descriptions of an historical event which has been displayed in a poster form.

#### ***Support from the home and the hospital***

We believe that parental and carer involvement in literacy is invaluable, as they provide the best of role models within a relaxed environment. As students become well again; often extended home leave is granted, before discharge. During these weeks, students will be offered work to take home and complete to maintain their studies until they return to their existing education placement or to start a new one. Literacy is included within this work-pack to encourage as much participation and engagement as possible.

Hospital Care Support Workers are encouraged to support student's in all aspects of their education and 'Supporting Young People in Education' leaflets are readily available to offer help and advice upon how to do this and the explaining the benefits their involvement has to the student.