



Kingsmere School

Unique Resilient Unstoppable

Literacy Procedure

Reviewed: October 2018

Kingsmere School
Hundred Foot
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Literacy Procedure

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 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 most important priority within the curriculum.

Rationale

We aim to provide a 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 support and encourage them to 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 consider the development of literacy across all areas of the curriculum important.
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 assistant 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

The challenges for literacy development:**1. 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:

2. 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

Books both fiction and nonfiction are displayed in two of the main classrooms and students are encouraged to make use of them.

There are a variety of magazines in the social areas of the school and the 'I' newspaper is bought on a regular basis for students to read.

Students make use of both laptops and the IT room to research a variety of topics which encourages their reading and ability to access and reproduce information.

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
- Toe by Toe being delivered in 1 to 1 lessons
- language experience, combining writing and reading
- modelling of reading strategies
- guided reading in small groups
- shared reading with Big Books and enlarged texts
- visits to a local library

Challenges for literacy development:

3. 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 and to impart information. 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 display students own work.

All lessons emphasis and clearly mark keywords to enhance the learning and ability of students to express themselves appropriately in each subject.

Dictionaries and word banks are used effectively with all students.

Within all students work, there is considerable focus on student's writing. This is particularly in evidence in students' exercise books where there is strong emphasis on the production of meaningful and extensive pieces of written work. This should reflect both the success of the teaching and learning that is taking place within each class.