



# RAINHILL HIGH SCHOOL

## LITERACY POLICY



LFC ACADEMY  
EDUCATION  
CENTRE  
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# Literacy Policy

At Rainhill High School Literacy is fundamental to our Intent; to ensure that we have high aspirations for every pupil, regardless of background, and to be relentlessly in the pursuit of excellence. every lesson: every time a student writes, reads, speaks or listens they are potentially developing good skills and habits which will have a lifelong impact. There are four strands to Literacy at Rainhill High School.

1. **Reading strategies; intelligent use of Reading age data.** To foster a love of reading it is essential that pupils have the necessary skills to be fluent and strategic readers; this is a core requirement in the teaching and learning across all subject areas. It is every teacher's responsibility to explicitly teach the different skills to allow students to read with fluency and comprehension as strategic readers. Using data intelligently to facilitate this process is also a fundamental element in improving Reading across school. Our curriculum recognises factors that can hinder reading comprehension, such as cultural knowledge and understanding and addresses these elements in order to allow our pupils to access and enjoy the reading material offered
2. **Reading for pleasure** is embedded in the school's culture, with regular opportunities to engage with and share an enjoyment of reading.
3. **Literacy.** Promoting high expectations and standards of written accuracy. Misconceptions are consistently addressed by all teachers in all marked work through the consistent application of the literacy marking policy and students being provided with appropriate intervention to support their progress. Teachers and Leaders themselves model exemplary use of English, both written and spoken.
4. **Vocabulary** is at the heart of every lesson with all teachers taking the responsibility for explicitly teaching vocabulary to enrich students' comprehension, written and verbal communication and raising the cultural experiences of our students. In line with our Intent, equipping students with the depth of Tier 2 and Tier 3 vocabulary ensures that all of our pupils are equipped for future life, study and work.

## Aims and expectations

### Reading strategies; intelligent use of Reading age data

- We work closely with our partner primaries to ensure a smooth transition from Year 6; pupils who are below the 'expected standard' mark of 100 at KS2 SATs and pupils below the National Average mark [106 in 2019] will commence a structured 'Reading Recovery' scheme on entry to Year 7. SATs scores are cross-referenced with reading age on entry.



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- Should pupils still be below their chronological reading age at the end of Year 7, this programme will continue into Year 8 and beyond if necessary.
- In 2020, all pupils in Years 7-11 will be tested to determine their reading age. This information will be used by all teachers to differentiate and facilitate the access to their curriculum. It is the responsibility of all teachers to intervene to support students' improvement of fluency and comprehension in reading through the use of diagnostic work on texts and subsequent targeted support.
- All reading material provided will be appropriate, accessible and suitably challenging for the students. Teachers will ensure that consideration of potential gaps with cultural references within reading material are addressed and text are adapted to the reading age of the pupils in the class.
- Weaker readers in Year 7 and Year 8 are supported through two peer reading support programmes with either Year 10 student leaders or Sixth Form students.
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### Reading for pleasure

- We actively encourage students to improve their own levels of literacy by raising its profile around school and encouraging reading for pleasure through a structured reading programme delivered by Form Tutors; independent reading during English lessons; reading and book clubs for both Key Stage 3 and Key Stage 4 pupils and students are encouraged to use the library at lunch times and after school.
- Through the reading for pleasure in form time, library lesson and the teaching of novels in the English curriculum all students will have the experience of reading a minimum of three novels per year.
- All pupils in Year 7, 8 and 9 receive a distinct programme of library lessons (with reading and vocabulary at the core) and delivered by English Teachers at Key Stage 3. A love of reading is fostered through discussion about books, reading and the ideas and concepts that emerge from what they are reading.
- Pupils from all years are encouraged to use the library, relocated to a central position within the school in 2018, to access a range of texts regularly. Instructional library lessons occur at the start of the school year for Key Stage 3 pupils and the library is open before, after and during the school day. All curriculum areas are encouraged to use the library as a resource for reading and study within their subjects.

### Literacy

- AS part of the whole school curriculum intent, We will provide a curriculum that explicitly teaches literacy skills in all subject areas and allows students to access the subject specific reading and write appropriately within each subject area.
- Appropriate pathways will be available to further develop literacy at Key Stage 4.
- Whole school CPD with a clear focus on literacy, reading skills and vocabulary - and expectations thereof - is delivered regularly.



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- A Whole School Marking Policy has been developed to ensure a greater and consistent focus on literacy. There is an expectation that feedback in all marked work across the school will have a literacy element and that students must take the appropriate action in improving their written communication. Through the Lens activities and Faculty based Learning Walks and Book Scrutinies monitor the implementation of this.

**Vocabulary**

- In 2019/2020, Tier 2 and Tier 3 vocabulary lists are in all Year 7 Key to Success files; Tier 2 vocabulary is in the Key to Success files of all pupils. All schemes of learning have a key vocabulary focus.
- From 2020, vocabulary teaching will be explicit and every scheme will share WAGOLLS and require specific teaching of Tier 3 vocabulary in every subject at every year group. Common Tier 2 vocabulary will be explicit in every classroom and taught across school.

**Responsibilities and expectations of SLT and Head of Whole School Literacy**

To ensure, through routine, rigorous and robust QA, that Literacy expectations are implemented with impact across all aspects of teaching and learning.

- To ensure that all teachers understand the fundamental importance that Literacy has to teaching and learning and understand the expectations of them regarding teaching, learning and assessing literacy in all lessons.
- To ensure high quality effective provision of literacy teaching and learning across all lessons, in all years, in all subjects.
- To ensure that all teachers understand the skills required by students to be confident and strategic readers and have the tools and sufficient training to be able to explicitly teach these skills to every student they teach.
- To ensure high quality and effective provision of reading skills are taught across all lessons, in all years and in all subjects.
- To regularly test the reading and comprehension levels of all students and the review of progress over time.
- To share reading/comprehension/spelling data across the school via SIMS to support the lesson planning of all teachers.
- To provide guidance and support to teachers as to how to make the best use of this data and to ensure that differentiation and reading intervention is effective in all curriculum areas.
- To ensure that staff are adhering to the whole school marking policy for literacy; that feedback proformas include a literacy element and that students are acting upon this feedback to make improvements to their literacy standards.
- To ensure that pupils are actively engaging with and grappling with new vocabulary in all subject areas across school.
- To ensure that all classrooms have literacy focused displays and that vocabulary features in all subject areas.



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- To ensure that all classrooms have a Literacy Box of resources to support teaching and learning.
- To ensure that reading for pleasure is promoted by all teachers and within all curriculum areas through display and interaction with pupils.
- To promote the library and ensure that this resource is used regularly by most pupils in Years 7, 8 and 9 during 2020-2021.
- To promote a more active engagement with the library from teachers across the school, outside of English.
- To oversee the efficient running of the library, ensuring that this space remains attractive and engaging to all pupils.
- To ensure that Rainhill High School pupils continue to be involved with BASH awards and other reading or writing competitions throughout the year and that these experiences are not limited to the English Faculty.
- To ensure that all form tutors are actively involved in the form reading programme.

### **Responsibilities of Heads of Faculty**

- Take responsibility for the teaching and development of literacy skills, including reading, writing, vocabulary, communication and their application in the curriculum.
- To ensure that explicit teaching of reading skills, such as skimming, scanning, summarising etc. are taught in every scheme of learning from Year 7 to Year 11. That these skills are revisited and revised regularly.
- To ensure that students make progress relative to starting points in literacy within your faculty area.
- To include an accompanying wider reading list and vocabulary list with every scheme of learning for all year groups. Ensure that students have these available in their Key to Success Folders. Ensure that the reading material is referenced in schemes of learning and that vocabulary is explicitly and routinely taught and tested within schemes of learning.
- To ensure that all teachers are aware of the reading age data for the students they teach; that all teachers are using this to inform planning, differentiation and creating intervention opportunities to improve the reading ability of the students in their classes.
- To promote reading for pleasure within the faculty area through reading displays in classrooms and faculty areas, opportunities for subject specific reading for pleasure events and involvement with the library.
- To ensure classrooms have literacy based displays and that all staff are making use of the literacy resources available.
- To ensure that teaching of all aspects of literacy is evident in planning and assessment.
- To ensure that all staff in the curriculum area are marking work for literacy and giving feedback in accordance with the School Literacy Marking Policy. That marking proformas have a distinct literacy element and that all students are acting upon literacy feedback. That all teachers are providing literacy intervention and support to students where necessary.



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- To ensure that all staff in the curriculum area engage with and promote new vocabulary and explicitly teach this.
- To ensure that all staff participate actively in whole school literacy events such as World Book Day.

### **Responsibilities of all teachers**

- Take responsibility for the teaching and development of literacy skills, including reading, writing, vocabulary, communication and their application in your lessons.
- To ensure that explicit teaching of reading skills, such as skimming, scanning, summarising etc. are taught in every scheme of learning from Year 7 to Year 11. That these skills are revisited and revised regularly.
- To ensure that students make progress relative to starting points in literacy in all of your classes.
- To ensure that all students have accompanying wider reading lists and vocabulary lists available their Key to Success Folders. Ensure that the reading material is referenced in your teaching and that vocabulary is explicitly and routinely taught and tested within schemes of learning.
- To ensure you are aware of the reading age data for the all of the students you teach; that this informs planning, differentiation and that you are responsible for creating intervention opportunities to improve the reading ability of all of your students.
- To promote reading for pleasure within your lessons. Promote these through classroom displays and conversations with students about your own experiences of reading for pleasure.
- To ensure classrooms have literacy based displays and that all staff are making use of the literacy resources available in your lessons.
- To ensure that teaching of all aspects of literacy is evident in planning and assessment.
- Mark all work for literacy and giving feedback in accordance with the School Literacy Marking Policy. Ensure that all students take action on this feedback i.e. addressing spelling mistakes with the correct spelling, correcting capital letters or missing punctuation. You must also provide literacy intervention and support to students where necessary.
- Promote new vocabulary in all lessons and explicitly teach this.
- Participate actively in whole school literacy events such as World Book Day.
- Ensure that your own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well by modelling good practice: speak and write accurately using Standard English and draw attention to students' grammatical and lexical errors in oracy.

### **Responsibility of the SEN Team**

- Implement tailored intervention plans where students are below the expected levels of reading and comprehension ranging from 1-1 support to small group teaching.
- Track and Monitor their progress rigorously and respond accordingly.
- To re-integrate students wherever possible into mainstream classes.



### **Partnership with home**

- To actively encourage parents/carers to read with their children; to ensure that parents are equipped with current reading lists and strategies to help them to do this.
- To invite parents in to Reading Celebration events at least yearly where pupils who have graduated or made good progress in reading are receive awards
- To celebrate the successes of those who improve their literacy levels.

### **Monitoring and evaluation:**

The effectiveness of this policy will be monitored in the following ways:

- Rigorous QA of curriculum overviews, schemes of learning; learning walks; deep-dive book scrutinies to ensure that the teaching of literacy and vocabulary is embedded into every lesson, by every teacher.
- There will be improved achievement across the curriculum and in exam performance, particularly in the SPAG element of GCSE examinations.
- Improvements in reading ages over time measured via re-testing at key points throughout Key Stage 3 and Key Stage 4
- Intensive tracking and monitoring for those under their chronological reading age will take place in order that success can be celebrated and issues can be addressed early
- Lesson Observations.
- Parent and student voice.
- Annual report to Governors.

### **Related Documents**

- School Development Plan 2020-2021.