

## Literacy Strategy Presdales School (Jan 2021)

### Introduction

At Presdales School we believe that the development of literacy skills is an entitlement for all our students and providing opportunities for students to develop and consolidate skills in writing, reading and communication is the responsibility of the whole school community.

The aim of this strategy is to embed the teaching of literacy and communication in lessons across the curriculum in order to support learning and raise achievement and to enable each student to achieve the highest possible level of qualification and the skills needed in later life.

Elements of the school's literacy strategy should be reflected across the curriculum, build on the strengths of existing practices and procedures, and reflect the needs of every student.

### Aims

- to raise literacy attainment at every level of ability in all subject areas to ensure that every student fulfils his or her academic potential
- to ensure that all students have the opportunity to become effective readers, writers and communicators

### Objectives

- to recognise the potential of all students in all curriculum areas
- to ensure that all students have opportunities across the curriculum to consolidate and develop transferable literacy skills
- to ensure that all teachers recognise themselves as facilitators of literacy through their subject
- to assess the literacy attainment of all students more effectively across the curriculum
- to involve and support all staff in the assessment and facilitation of literacy
- to track student progress at all key stages and abilities
- to ensure those with the weakest literacy skills have access to a broad and balanced curriculum
- to devise whole school strategies and systems for literacy development

**In all subjects, students will have opportunities to develop their literacy skills by:**

#### Speaking and Listening:

- using talk to answer and ask questions and to justify responses
- using talk to explore, evaluate and challenge ideas
- using talk to solve problems collaboratively
- using talk for a range of purposes and audiences
- planning, discussing and evaluating their speaking and listening and that of their peers

#### Writing:

- writing in a range of **forms** for different **purposes** and **audiences**
- planning, drafting and discussing writing

- using writing to organise thoughts

### Reading:

- reading a variety of texts, both fiction, non-fiction and multimodal
- reading with understanding and enjoyment for a variety of purposes and in a variety of contexts
- skimming<sup>1</sup>, scanning<sup>2</sup> and summarising texts
- identifying information
- reading between the lines to infer meanings from texts
- using reading to research a topic
- evaluating texts
- making effective use of school libraries

**In all subjects, teachers will aim to enable students to develop their literacy skills by:**

### Speaking and Listening:

- appreciating talk as a valuable area of learning
- encouraging students to question, build on and challenge ideas through talk
- developing ideas through collaborative talk in a range of contexts
- modelling effective **presentation** and **interacting and responding**
- providing opportunities for students to develop communication skills through **presentation** to or **interacting and responding** with peers
- providing feedback on communication skills
- identifying when it is important to use Standard English or when other dialects are appropriate

### Writing:

- providing appropriate activities for all levels and abilities, using writing frames, subheadings or prompt questions as appropriate
- offering students models for writing in a range of forms
- defining for students the appropriate style for pieces of writing and the conventions and features of different text types
- providing exemplars of writing in the subject, so that students understand what is required
- helping students to plan and draft writing through the subject context
- demonstrating for students the way to organise and structure pieces of writing
- displaying useful sentence starters and signposting words/discourse markers to help students link and develop ideas in writing
- displaying key subject specific vocabulary

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<sup>1</sup> Reading a text quickly to understand the main ideas or to get a quick overview rather than trying to absorb all the details.

<sup>2</sup> Looking for specific information (that is about a particular idea or answers a particular question) rather than trying to absorb all the information in a text.

- encouraging students to learn the spelling of identified subject specific vocabulary and helping with strategies to remember how to spell them (look-say-cover-write-check)
- providing glossaries of key subject specific vocabulary and marking the spelling of this in student writing
- encouraging students to proof read writing to ensure accuracy and clarity of meaning
- providing constructive formative feedback on written work with specific reference to literacy, using the responding to written work literacy symbols
- to prioritise the marking of high frequency words in students' writing

### **Reading:**

- presenting reading tasks at a suitable level- differentiating to ensure that all students including those with SEN or EAL have access to the ideas within a text
- encouraging students to identify the form, audience and purpose of a text and drawing students' attention to language, structure and layout
- using texts as a model for students' own writing
- showing students how to use subject specific texts books, indexes and glossaries.
- showing students how to work on a text when they are expected to read alone:
  - how to identify key points, how to skim, scan or summarise, how to take notes effectively
- showing students how to identify evidence from within a text and, where necessary, how to reference this in their responses to texts
- offering models and sentence starters for writing critically about texts (Point, Evidence, Explain/Point, Evidence, Evaluate)
- promoting reading (for pleasure and information) to students
- encouraging use of the library for reading and research

**To ensure that identified students are supported in their learning and given further opportunities to develop skills in reading, writing and communication, the SENCO, the Literacy Coordinator and/ the Assistant Head responsible for disadvantaged students coordinate the following:**

- All students are screened using the Dyslexia Screener and CAT4 to identify any SENd.
- Any students that are BARE (below age related expectation) from SATS are assessed for access arrangements
- All students take three scholastic reading tests throughout the year to show if progress has been made.
- Small group support for designated students in KS3 and 4.
- KS3 reading fluency project to improve reading comprehension.
- Year 7 small nurture groups in English.
- LEXIA intervention programme.

**The wider school curriculum and community should seek to promote literacy through the following:**

- encouraging individual reading, group discussion of texts during registration and tutorial times
- providing opportunities for students to develop and reflect on their skills in reading, writing and communication as part of the curriculum