

## Literacy Strategy Presdales School

### 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
- to recognise that all teachers are facilitators of literacy and reading through their subject
- to raise individual literacy attainment and reading age at every level of ability

### Organisation

The Literacy lead along with DHT Curriculum, SENCo and Head of English will lead and support Literacy development and Reading by:

- regular, termly, audits of current literacy and reading procedures and practices after each scholastic assessment in year 7-9
- planning, organising and leading staff training
- collation of information and data related to literacy and reading
- liaising with departments on their specific literacy and reading needs and providing guidance

### Implementing the policy

Each curriculum area will seek to promote the links between reading, writing, speaking and listening within their own subject area. In all subjects, teachers will ensure students are provided with opportunities to improve their literacy development by:

### Reading

- encourage reading for pleasure whenever possible by introducing students to a range of genres of texts
- identifying and modelling different reading strategies, which are suitable for their subject area (ruler reading, paired reading, skimming, scanning, detailed reading)
- provide students with challenging texts to stretch students reading abilities

- encouraging students to de-code specialised vocabulary, through the etymology and morphology of words. Use STAR words policy to support most frequently seen words.(see Explicit Vocabulary Teaching Policy)
- drawing students' attention to the structure and layout of a text
- drawing students' attention to the purpose of a text (inform, advise, persuade, imagine)
- 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
- promoting reading (for pleasure and information) to students
- encouraging use of the library for reading and research

### **Reading culture**

- Library has been created and is housed in Room 7. This is open every lunch time 12.45-13.30 (soft opening). In September it will be open pre school, break and lunch
- A physical library with 1500 fiction books (will be extended by 500/1000 in Year 2022-23)
- An ebook library with 2000 ebooks and audiobooks available as well (SEN friendly)
- Recommended reads suggested by students in years 7, 8, and 9 (advertised on the Accessit dashboard)
- Recommended reads will also be gathered from KS4
- All students and staff have a personal library account on both Accessit and Sora where they can access texts and write reviews
- Students in KS3 have started to access their personal library accounts, write reviews to encourage others to read the books they have enjoyed, and to create their own lists of books that appeal to them to encourage continued reading
- A system of Library prefects (2 currently will extend in the new year) will be created using the English prefect system.
- We currently have a KS3 reading group (it is hoped this will be extended to be year specific next year).
- A KS4 reading group will be created in year 2022-23
- Library lessons will be introduced in year 2022-23
- Plans are in place to extend the outside seating area once funding can be arranged.
- STAR words project (see below)
- World Book Day

### **STAR words project summary.**

- STAR words have been identified by all KS3 subjects for years 7 and 8. Y9 STAR words are currently being collated
- Y7 and Y8 STAR word activities and booklets are currently being trialled in lessons
- STAR word booklets help students to develop their understanding of important vocabulary and concepts (definitions, synonyms, antonyms, etymology/morphology, cross-curricular thinking about vocabulary)
- STAR word booklets have SEN focused activities - drawing an image of the word
- All subjects are in the process of producing completed versions of the STAR word booklet sheets for sharing with parents/support for SEN students who may benefit from seeing partially filled in sheets as models
- 22/23 academic year - STAR word displays to be produced by subjects in classrooms

### **Writing**

- providing students with modelled and annotated examples of writing, so that students know what is required of them.
- defining the appropriate style for pieces of writing
- displaying connectives to help students link and develop their ideas
- teaching students to spell subject specific vocabulary, through subject spelling and key word lists with particular emphasis on STAR words
- lists and spelling strategies, including Look-Say-Cover-Write-Check
- highlighting errors when they occur and give time to correct these errors through live marking
- marking work according to the school's Assessment Policy
- ensuring students respond to marking via the use of feedback sheets
- highlighting spelling and grammatical errors in students work and allow students the opportunity and time to correct errors
- ensuring students plan, draft, discuss and reflect on their writing
- encouraging students to re-draft their work
- ensuring students appreciate the differences between standard English and nonstandard forms of the language

### **Writing culture**

- House creative writing competition

### **Oracy**

- ensuring students appreciate the differences between Standard English and nonstandard dialect forms and modelling correct speech in lessons for students
- providing students with structure for speaking
- developing ideas through group and pair work and whole class discussions ensuring seating plans are in place to ensure effectiveness
- developing ideas through drama and role-play
- encouraging students to engage in purposeful talk, both formally and informally
- encouraging students to talk using subject specific terminology
- provide opportunities for students to give presentations to a wider audience
- use of questioning to challenge student's language/ tone/ phrases in a learning environment

### **Oracy culture**

- Y8 Debate club run by the Sixth Form. This will be extended next year to include all of KS3 as part of the English KS5 Prefect role.
- English is introducing the use of oracy in assessments in KS3
- Reading fluency project that is run in Stream 2 Y7. Focused on modelling fluency and reciprocated reading alongside building reading comprehension skills
- Year 10 form time TED TALKS sessions
- School play and Bar mock trial

## **Levelling up**

**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. Students who are not making progress will be added to a KS3 intervention programme (first running 2022-23).
- Small group support for designated students in KS3 and 4 instead of learning a second language led by a Maths and English teacher.
- KS3 reading fluency project to improve reading comprehension in smaller nurture groups.
- Year 7-9 small nurture groups in English.
- LEXIA intervention programme.

**Each subject area will be expected to:**

- nominate a link teacher who will feedback to the department on new developments and discuss concerns/needs that arise
- identify how they are meeting the school's literacy policy through their departmental policy
- ensure that all schemes of work refer to literacy
- provide a range of practical strategies, specific to their curriculum area, to encourage literacy development such as writing frames, key terminology, and modelling features of text type display key terminology as appropriate

**Within Tutor time, tutors will:**

- demonstrate their belief in the importance of reading for pleasure and model good reading habits
- encourage students to read for pleasure on a regular basis
- share recommendations of interesting and appropriate literature
- promote the use of good oracy through the use of structured discussion
- follow the form time reading programme

## **Monitoring**

Monitoring and auditing literacy and reading across the curriculum will be done through lesson observations, learning walks, book monitoring, auditing schemes of work, staff voice, student voice and literacy on-line assessments such as Lexia, Scholastic, CATS and dyslexia screener.