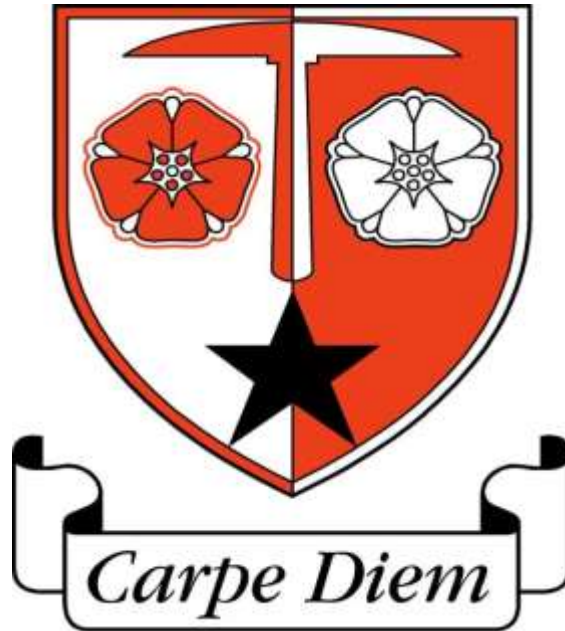# Audenshaw School



# LITERACY POLICY

This policy is reviewed annually by the Standards Committee.

History of Document

| Issue No | Author/Owner | Date Written | Approved by Standards | Received by Governors | Comments |
|---|---|---|---|---|---|
| Issue 1 | Liz Warner | June 2012 | 5  July 2012 | 5 July 2012 | |
| Issue 1.1 | Liz Warner | 01/10/2013 | 02/10/2013 | 02/10/2013 | No amendments |
| Issue 1.2 | Liz Warner | 26/09/2014 | 02/10/2014 | 02/10/2014 | No amendments |
| Issue 1.3 | Brad Cunningham | 17/09/2015 | 24/09/2015 | 24/09/2015 | Minor amendments |
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| Issue 1.6 | Liz Warner | 30/10/2017 | 30/10/2017 | 20/10/2017 | Minor amendments |
| Issue 1.7 | Liz Warner | 29/06/2018 | 10/07/2018 | 10/07/2018 | Minor amendments |
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| Issue 2.0 | Brad Cunningham | 11/06/2021 | 29/06/2021 | 29/06/2021 | Minor amendments |

## OUR MISSION

Our school aims to provide a quality education in a caring community based on values of respect, responsibility and resilience and a relentless pursuit of excellence in all that we do.

## OUR VISION

Our School will be recognised as a fully inclusive, aspirational, high achieving centre of excellence, firmly rooted in the local community.

We will create, develop and maintain a challenging and stimulating personalised learning environment where no student is overlooked or left behind and where teaching and learning is high quality, inspirational and innovative.

We will consistently have high academic standards and expectations for every individual and continue to place considerable value on sport and healthy living and developing strong links with the community.

All members of our school community will be valued and every success will be celebrated.

Our School will maintain a safe, secure and caring environment in which to work and learn.

## AUDENSHAW SCHOOL SAFEGUARDING STATEMENT

**This School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.**

**CONTENTS**

1. Introduction

For the purpose of this Policy, the "School" is defined as employees, governors, students and third parties such as contractors, agency workers and consultants acting on behalf of the organisation.

At Audenshaw School, we endorse the fundamental principle that improving our students' literacy skills is the key to improving learning and raising standards of achievement and attainment. The explicit teaching and learning of effective reading, writing and speaking and listening skills will enable students to gain access to all the subjects studied in school. Literate students will ultimately emerge as confident and articulate communicators, fully prepared to enter the adult world, whether they continue their academic studies or enter the world of work.

The teaching of literacy is not simply the responsibility of the English Department alone; at Audenshaw School, all teachers should aim to share responsibility for the teaching of literacy across the curriculum.

2. Reading

- Departments should actively signpost 'high quality' reading material in their departments for students to access. Students should know where to find them. Display boards and notice boards should be used to promote relevant and current reading materials.

- Appropriate reading lists of relevant material could be circulated to students at the start of an academic year. Students tend to find reading autobiographies/ biographies appealing or they could be given titles of works written by interesting figures. Students could be rewarded with Behaviour Points, or postcards home to applaud reading.

- Students clearly have the opportunity to practise different reading strategies, i.e. skimming or scanning. These needs to be made as explicit to students as possible and incorporated in Learning Journeys/ schemes of learning/ programmes of study where relevant.

- Students have access to a class set of dictionaries in every classroom, and they should be actively encouraged to use a dictionary or thesaurus in their lessons.

- Students must be aware of field specific terminology; these lists should be visible in their books, and/ or clearly posted around classrooms for students to reference.

- Over the course of the year, the English Department and the School's Literacy Lead will run a number of competitions and quizzes to encourage students to read more widely.

- Students in years 7 and 8 will have access to an online learning library in the form of MyOn, where reading ages will be used to signpost and access age appropriate reading material.

- All students will complete a reading test in the first half term in English lessons. They will then get a standardised reading score, which will be shared with all staff to help with the differentiated setting of work.

3. Writing

- Where possible, students should be given opportunities to write in a 'sustained' way. Writing should be modelled for different purposes and audiences and students should be explicitly taught how to write to persuade/ analyse/ review etc and to use the conventions necessary to do so.

- All subject teachers should be adhering to the whole school Marking and Feedback policy; incorrect spellings, punctuation and grammar use will be corrected using the appropriate marking symbols. Students are encouraged to incorporate these into their 'Next Steps'.

- Students should be encouraged to act on their 'Next Steps'. Time should be taken during lessons for a written or oral dialogue to take place about how students can improve their work.

4. Spelling

- Time should be factored into lessons - where it is appropriate - to learn and then test key spellings, including homophones and incorrect high frequency words. The most successful strategy for this is: Look - Cover - Write.

- Where appropriate, students should have subject specific spelling lists in their books or displayed in their classrooms. These spellings should be tested by the teacher as and when is appropriate.

- Students should be explicitly taught how to proofread and redraft their work and encouraged to do so before they submit it for marking.

- Key spellings, including homophones and incorrect high frequency words should be identified by the teacher as being incorrect. If the spelling mistake is due to the work not being carefully proofread by the students, then students are required to self-correct their errors. However, if the spelling mistake is being made because the student does not know how to spell the word, then the correct spelling should be modelled for them by the teacher, or they should be directed to a dictionary. This is particularly effective when done by the teacher at the point of learning.

- Spelling activities should be set where appropriate.

5. Spoken Language

Students' language and especially their speech, is part of their identity and should be treated with care and respect and not belittled in any way.  Students should feel that

what they have to say is valued in a classroom and that the classroom is a place where ideas can be expressed and respected:

- Students should be afforded plenty of opportunities to talk in lessons for different purposes and with a wide variety of audiences. Oracy needs to play a huge part in all subjects' Learning Journeys across the School and students need to be encouraged to articulate their feelings and thoughts in an extended manner: one word responses are not to be accepted by staff.

- Departments should plan for opportunities for students to use talk to explore and develop their ideas, and to express their feelings and opinions.

- Students should be encouraged to report back to a wider audience their findings and ideas.  A student playing the 'expert' role is an ideal opportunity not only to take ownership of their own learning, but also to enhance their ability to 'talk' meaningfully.

- It is expected that students should listen to, and absorb the ideas of their peers in order to solve problems collaboratively. This should encourage students to be open-minded and to show respect to others.

- All students will work on speaking skills during English lesson to prepare them for their Spoken Language accreditation in English Language GCSE.

6. Literacy and SEN support

All students are assessed on their reading and writing skills when enter School in year 7.  Those students with a KS2 standardised score of 85 or below have intervention to help them improve their literacy skills.

Accelerated reader is used with catch up classes in Year 7 and year 8/ The Bedrock Vocabulary digital vocabulary curriculum is used to access Key Stage 3 that teaches essential Tier 2 words, root words and academic verbs.Lexonik Leap supports the teaching of phonics, boosts vocabulary development and improves literacy skills.

Students are assessed at each Assessment Point to determine whether they have made sufficient progress in their literacy skills. If sufficient progress has not been made, identified area of weakness are addressed through one-to-one/ small group interventions that are tailored to the individual needs of the student.

7. Literacy and form time activities

Activities will take place during form time to encourage literacy, numeracy and oracy across the curriculum. In addition, there will be a focus on developing students' cultural capital and knowledge of the modern issues in society.  Relevant staff will conduct learning walks and student voice to ensure that this is taking place and to gather information as to the consistency and effectiveness of form time activities in order to improve its impact.