

ASHLEY HIGH SCHOOL

Literacy

This policy was adopted / updated: July 2020

This policy will be reviewed: July 2021

Lead Teacher/Co-ordinator: Lauren Gregory

**Policy on Literacy at Ashley School**

**Intent:**

Literacy is a term which combines the skills of reading, writing, speaking and listening. Since these skills are all essential as an aid to learning it is paramount that all teachers accept a responsibility for the development of these skills. Developing literacy skills will develop pupils as learners and will lead to a raising of standards of achievement across age ranges and subject areas, which will ultimately result in pupils realising their full potential.

It is our aim that pupils leave Ashley High School as literate citizens. We aim to promote a love of reading for pleasure through a range of activities and themed events. The school target is for pupils within Key Stage 4 to have a reading age of 14 years old to enable them to access external qualifications independently. Interventions are in place for those pupils within Key Stages 4 and 5 who have a reading age of below 14, and for those within Key Stage 3 who we anticipate will have a reading age of below 14 at the point of entering Key Stage 4.

The literacy policy is seen as a key element in the school’s drive towards raising standards.

Purposes:

1. To foster in students a feeling of self-worth by developing their literacy skills.
2. To provide students with the opportunities to explore and improve their understanding of language.
3. To develop students as confident and effective language users, increasing and enriching their all-round development as learners and individuals by providing a framework for lifelong learning.
4. To encourage students to regard reading as a worthwhile and pleasurable activity.
5. To support students’ literacy development by maintaining and strengthening existing home-school links.

Guidelines:

1. All staff will be responsible for developing literacy. This will be reflected in all departmental schemes of work which will be responsive to the needs of all pupils through differentiation.
2. Departments should assess the readability of the texts they use and modify resources to reflect the different needs of pupils.
3. The Literacy Policy will build on the strength of existing practices and procedures.
4. Further development of the literacy policy will be supported by the staff development programme.
5. The school literacy policy will be reviewed annually.

**Implementation:**

Form time literacy:

Within Key Stages 3-4, two form periods are allocated to literacy. Form tutors are to choose appropriate activities from the Literacy shared folder depending on the needs and preference of their form.

Activities may include:

* Basic Skills:

Some groups may find it beneficial to follow the Literacy long term plan which will recap on basic skills. All relevant resources are on the shared folder. Staff to work through the PowerPoints at a pace suitable to the needs of their form group; there is no time restriction. Some groups will continue with the theme into the next half term. Staff should only move on once the understanding is secure.

* Accelerated Reader:

All pupils are to complete a Hodder Reading Test at the beginning and end of each academic year. This data will be used to determine reading ages and subsequently inform selection of reading books: pupils on the AR programme will receive a ZPD guidance level and should read within this boundary. Pupils will read at the start of each English lesson for ten minutes and so books will be kept in their English classrooms. A member of each form can collect reading materials from their English classroom at the start of the form period on their allocated reading day.

During this form period, pupils are to read independently / with a partner and to a member of staff.

Adults listening to pupils read may wish to complete a reading recordfor that session.

Comments should refer to:

* Fluency of reading.
* Strategies used to decipher unknown vocabulary.
* Knowledge of character and plot based on knowledge so far.
* Ability to make predictions on future events.
* Pupil enjoyment and engagement.

STAR reading tests will be completed at the start of each half term to ascertain an accurate book level for each pupil.

Username: first initial and first four letters of surname (e.g. lgreg)

Password: abc

Pupils should then complete a quiz on their book. When a pupil is averaging 85% on three books at this level they are to move up. Pupils should aim to move up within their ZPD level.

Pupils can then choose an activity to complete to show their understanding of the book. This could include:

* + Writing a book review.
  + Completing a storyboard.
  + Discussing book with a friend.
  + Re-telling story from another character’s point of view.
  + Redesigning front cover showing understanding of main theme / plot.
  + Transferring plot to a different genre: e.g. designing a computer game based on story or planning a film version.
* Studyladder:

Each pupil has their own login – please keep a copy in class files.

Staff login: username – lauren.gregory

Password: lauren.gregory

Staff should set tasks based on pupil needs. Pupils should aim to get a green face on completed activities. Pupils can re-sit red or amber faces until they make suitable progress. Pupils have a target of 80%.

* News:

Form groups can read and discuss the latest news stories. Further activities may include:

* + Additional research.
  + Group debates.
  + Writing in role.
  + Hot-seating.
  + Presentations.
* Debate materials/ written comprehension tasks:

Speaking and Listening activities based on First News material are saved on the staff folder. There are also differentiated comprehension tasks based on news stories within the school literacy folder.

Targeted Intervention:

* Lexia:

Lexia is a targeted intervention programme for pupils with a reading age, or an expected reading age of below 14. There are currently 72 licences in use across Key Stages 3, 4 and 5. Tasks are automatically differentiated based on pupil ability and progress. Pupils should spend 60 minutes per week (school target) on the programme with staff support when necessary.

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| The main interventions to be used within Literacy time are: Accelerated Reader, Lexia and grammar/punctuation activities as it is possible to monitor pupil progress most effectively using these programmes.  All teaching staff have received training on using each programme and record data for Lexia StudyLadder on a weekly basis. This data is then monitored and when necessary, further interventions are put in place.  Guidance on recording data is saved in the staff folder. |

Please note that activities should be differentiated for each pupil and there should be teacher/TA input in each session. Where appropriate groups should be divided so that some pupils use online software and others work with staff.

**Impact:**

The following case studies measure the impact of the school’s Literacy strategies:

1. A comparison of the impact Accelerated Reader and form time activities used in Key Stages 3 and 4 compared to Key Stage 5 (2017-2018)
2. Lexia for Pupil premium pupils (2018-2019)
3. Lexia for pupils below the school target reading age (2019-2020)

Conclusion:

This policy is to be reviewed as one strategy employed by all departments to assist the school to continually raise standards. Consultation with all staff will be required to ensure that policy becomes practice in classrooms.