

The Bromfords School



Literacy Policy

Updated: October 2023
Next review: October 2025

Introduction:

At The Bromfords School, we believe that literacy gives all students the tools they need to communicate effectively both in school and in our community to allow them to achieve, be enriched, and be prepared for life after school. It underpins student progress and attainment across all subjects. Consequently, all teachers at Bromfords are teachers of literacy and, as such, should seek to embed literacy and subject specific vocabulary within their lessons at every opportunity.

Our Principles:

As a starting point, at Bromfords we believe:

- All students are capable of learning and deserve our best efforts to help them to develop to their maximum potential.
- Literacy has an essential part to play in all departments, as young people use it to think, explore, to recognise and communicate their ideas in all subject areas.
- Every member of staff has responsibility for developing literacy through their subject.
- For students to progress in any subject they need to be provided with the language of that subject.
- Good literacy skills are a prerequisite for access to employment.
- Literacy is an entitlement for all and close links between tutors, SENCO, all teaching and support staff and subject leaders ensures that all pupils can access their entitlement.

Overview:

It is essential that teachers use a 'common language' to encourage literacy by developing their understanding of the different ways that literacy is being established across the curriculum. Staff referencing the same techniques to promote literacy will enable students to transfer their skills between subjects more readily. "Wonder Words" will signpost for students in every lesson when literacy and subject specific Tier 2 and Tier 3 vocabulary is being introduced.

Teacher awareness of the different techniques used to promote literacy will be raised through whole staff training and through support provided by the Whole School Reading Coordinator, Heads of Department and English Department.

When planning for literacy teachers should follow the guidelines below:

- The success criteria for literacy within written and discussion-based pieces of work are shared and discussed in terms of tone, style, conventions, audience and structure.
- Where appropriate, topic sentences and mnemonics should be used to help structure extended written work more effectively. Success Criteria should be used to scaffold.
- Teachers should provide clear examples for students; this could be in the format of a WAGOLL (*What a Good One Looks Like*).
- Where appropriate, teachers should draw on adaptive teaching strategies and prior feedback to ensure students are supported at each level.
- Subject specific vocabulary is communicated and used effectively within lessons and consolidated using display and retrieval activities embedded as part of the Ordinarily Available approach.
- Feedback should be provided on general literacy skills both during live feedback' in lessons and when marking formative and summative assessments as per the Marking and Feedback Policy (see page 6 Marking).

- To cultivate a community of readers, Bromfords will be establishing a robust programme to create a strong 'reading for pleasure' ethos both in lessons and around the school. The development of reading skills within the school will be monitored and evaluated through the various quality assurance processes that are already in place, as well as enhancements to those already present, via a reading age assessment (year 9 pilot).
- Opportunities in every curriculum area should be given to allow for oracy in the form of Speaking and Listening to build confidence in public speaking.

Defining and Developing Literacy:

Literacy involves the ability to read and write; however, it also involves recognising, reproducing and manipulating the conventions of a range of texts as well as developing oracy (speaking and listening) skills. With the rapid development of technology, new forms of literacy which relate to the digital world and the use of multimedia also require consideration within the policy.

In line with the DfE's suggestions regarding the incorporation of key literacy skills, all subjects need to develop the following:

- Oracy – Speaking and listening skills
 - Speaking encourages students to organise and structure ideas, while active listening is key to picking out important information. These skills could be further enhanced by tasks which integrate speaking and listening skills with reading and writing tasks as this can help to reinforce both skill sets. The promotion of oracy in class is to be encouraged.
 - Students need to use debate to support key skills and be taught how to use language precisely to construct ideas and form clear foundations for moving onto writing in a formal manner.
 - Ensure that assessments also incorporate at least one Speaking and Listening summative task per subject per academic year. This can be team enquiry project-based.
- Reading skills
 - Children who are read to become more confident readers [EEF; Quigley] and develop language skills and vocabulary at a faster rate than those who are not. Teachers modelling reading to students needs to become a part of every lesson.
 - This should include being able to interpret a range of different text types as well as understanding the way style and format can affect how different meanings are communicated. To develop confidence and competence, students need to be taught how to decode texts and interpret both explicit and implicit meanings.
 - Reading for meaning strategies, such as the use of reciprocal reading being used within the English Department, to be incorporated into all lessons to ensure students learn how to independently access challenging texts. All students, regardless of their starting point, need to be able to read with greater understanding, locate and use information, follow a process or argument, summarise, synthesise and adapt what they learn from reading.
 - Promoting a love of reading through activities centred in the library where parents are encouraged to come and read with their children once a month after school.

- Writing skills
 - In conjunction with grammar, punctuation and spelling, students should also learn about the craft and styles of writing for different purposes. These skills should be reinforced both within specific subject areas as well as across the curriculum. Students need to be able demonstrate their ability to interpret, evaluate, explain, analyse and explore through written expression. When completing extended writing tasks, teachers must provide students with a relevant, scaffolded structure to enable them to progress and organise writing. Topic sentences, structure mnemonics and clear success criteria should be used within all subjects. To achieve consistency in teaching literacy we will ensure that:
 - Expectation of standards of accuracy and presentation are similar in all classrooms.
 - Teachers are equipped to deal with literacy issues in their subject, both generically and specifically.
 - The same strategies are used across the school - the teaching sequence for writing; active reading strategies; planning speaking and listening for learning.
 - The literacy learning that students are doing in English, and specific intervention programmes, are consolidated in other lessons.
 - Teachers use the same terminology to describe language.
 - The success criteria for literacy within written and discussion-based pieces of work are shared and discussed in terms of tone, style, conventions, audience and structure. Where appropriate, topic sentences and mnemonics (such as PETAL/What How Why/PEE) should be used to help structure extended written work more effectively.
 - Feedback should be provided on general literacy skills both within lessons and when marking of both classwork and assessments (this includes spelling, punctuation and grammar – see marking policy for codes).

Reading (Literacy) Lessons:

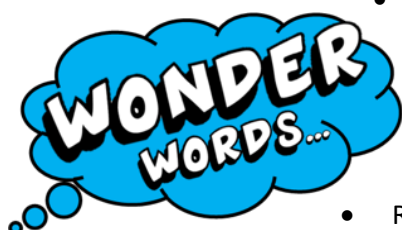
The Bromfords School provides students the opportunity to develop their reading, writing and oracy (literacy) skills by dedicating two hours a fortnight for Year 7 and Year 8 students to pure literacy learning. This is led by the English teachers to ensure consistency across the year groups. It allows teachers to choose their own text for study focus, so that they may promote their passion for a specific genre. The lesson aim is to improve key literacy skills alongside the promotion of reading for pleasure and will take the format of:

- Students will participate in the reading of a class reader with their class teacher during non-library lessons.
- Adaptive curriculum with reading as the centrepiece, and discussion around interesting uses of language and structure to augment their regular English lessons.
- Bi-weekly library lessons where students will be guided towards choosing a reading book based on their reading levels. Class teachers will be responsible for keeping a record of books read, identifying reading difficulties and intervention, and reviewing student progression on a termly basis.
- Classes will have a separate workbook for literacy lessons (green instead of blue) where all their learning will be recorded.

- These will not contain formative or summative assessments or be expected to be green-penned by the class teacher, but will be an accurate record of students learning during these sessions.
- Wherever possible, the same teacher who teaches them English teaches them literacy to promote consistency.

Whole School Reading Initiatives:

Literacy is the gateway to a brighter future, and reading allows us to learn how to deal with the complex emotions of the challenging transition to adulthood. The requirements of the curriculum are to learn swathes of subject-specific terminology and then accurately employ them in summative assessments to achieve higher marks. In our desire to fill their cups with this knowledge, the wonder of reading and what it gives our lifelong prospects, can sometimes get lost. This is why a whole school approach is beneficial for all stakeholders, most notably the students themselves.



- “Wonder Words” has been rolled-out to build subject specific literacy into every lesson. This will be signposted for students and recorded in their workbooks. Class teachers have relative freedom in the implementation and selection of the “Wonder Word” for that lesson, as well as how it is presented and introduced. Clearly, it should be relevant to the learning.
- Reading Masterclasses for year 10 & 11 in tutor-time will aim to build confidence and oracy in their tutees by engaging them with texts that are subject specific and are designed to be contentious enough to spark debate. Heads of Faculty/Department will provide scholarly articles for their subject areas, to encourage buy-in from them as essential stakeholders.
- One tutor period per week is designated as private reading. This will be tutor led, with a set class text for each tutor group. The aim is for the tutor to model good reading, and for students to follow the text.
- Parental engagement:
 - Parents to be provided with updates advising what their child will be studying in the coming term for each subject specialty, much like a reading list at college or university, so that they can get their child prepared for the learning. These ‘wider’ reading list should encourage them to further engage with the subject and expose students to a range of different text types. Reading lists should aim to draw on a wide variety of sources including textbooks, biographies, websites, blogs, newspapers, novels, magazines etc.
 - Initially, an invitation for parents to come to the library with their child for coffee/tea and a read, with a view to creating a book club with parents and their children to engender a love of reading for pleasure.

- The Whole School Reading Coordinator, English Department and Library Assistant, will promote a reading for pleasure ethos via competitions, national schemes, and award systems. A cornerstone of this will be National Book Week, where there will be a range of activities planned throughout the week to promote reading across the year.
- The Library will grow into a hive of activity with clubs and activities currently active promoted to encourage students into the library. These will include inter-house competitions and even beat the teacher competitions.
- Teachers will also be encouraged to engage with their passions, with an interdepartmental chess tournament in the planning stages currently.
- Students will be expected to have a reading book, either from home or the library, as part of their basic equipment needs.

Monday – Games



Tuesday – Book club

Wednesday – Chess club



Thursday – Games



Friday – Computer club

(Educational games)

Feedback on Literacy:

Feedback is essential for progress. As subject specialists, we know the requirements for success, and accurate salient feedback, and the opportunity, through DIRT, to improve students' work in **red pen** is vital for students to demonstrate progress across the year. Part of this process is also correcting the form and structure of their written work in **green pen**, and to assist in this aim, all staff will follow The Bromfords School marking policy when assessing students' work by:

- Displaying the marking key/poster in their classroom.
- Underline/highlight mistakes and place appropriate symbols in the margin. If no margin available, symbols can be placed next to the error. It is not policy to indicate every single mistake in students' work especially when marking work of students who have low levels of literacy in all areas of spelling, punctuation and grammar. Specific areas may be targeted in different assessments. Ensure that the student knows which particular literacy focus will be assessed beforehand e.g. The particular focus for this piece of writing will be the correct spelling of all key words and the correct use of paragraphs.
- Take opportunities to praise, either verbally or through marking, the effective and accurate use of literacy skills
- Ensure marking for literacy is embedded into wider marking policy e.g., correct colour pens used for WWW, EBI through peer marking.
- Where a spelling mistake is identified, teachers should place the correct spelling in **green pen**. Students must then write out the correct spelling 3 times in **red pen**. Staff should be mindful of students with weak literacy and focus on common misspelt words or topic specific vocabulary rather than correct every spelling mistake.

Sp Spelling error
G Grammatical mistake
^ Word or letter is missing
C Capital letter is missing
P Punctuation error
? Something doesn't make sense
// New paragraph

Roles and Responsibilities of Core Stakeholders:

- **The Whole School Reading Lead will:**
 - Support the development of whole-school policy and practice in the promotion of and teaching of literacy.
 - Implement a co-ordinated whole-school approach to supporting and developing students' literacy skills, supporting departments to develop literacy across the curriculum.
 - Lead/co-lead staff training on literacy, including contributing to the academy's induction programme for new staff and leading staff professional development sessions.
 - Contribute to school self-evaluation processes by evaluating literacy programmes and the impact they have on student progress.
 - Raise the awareness of, and participation by students, in national and local literacy events, working in conjunction with the English department.
 - Develop a culture of reading across the school and ensuring that the development of literacy skills is encouraged.
 - Provide guidance for parents in supporting their child's literacy skills.

- **Heads of Subject will:**
 - Ensure that 'subject specific literacy' is clearly identified in schemes of work, and that there is obvious progression through the key stages.
 - Ensure the school's marking for literacy policy is embedded in the department.
 - Ensure that the termly focus for Literacy is being applied by staff.
 - Ensure that all texts used within the department are accessible to all students.
 - Ensure that the department's instruction of reading, writing, speaking and listening is in line with whole school's recommended pedagogy.
 - Ensure that all department members are aware of the literacy demands of their subject and that progress is reviewed termly.

- **All teaching staff will:**
 - Ensure that they are familiar with the specific literacy demands of their subject and plan to cover these skills in their lessons.
 - Use the school/department agreed strategies to teach writing, speaking, listening and reading skills.
 - Be aware of appropriate expectations of students and difficulties that might be experienced with literacy skills.
 - Ensure they are familiar with The Bromfords School Whole School Literacy Policy.
 - Use the Whole School Marking Policy to support students' literacy.
 - Use SEN and reading age information to ensure that resources and teaching and learning activities are differentiated accordingly.

- **Students can support this policy by:**
 - Writing answers to questions using full and complete sentences.
 - Spelling words correctly and using support materials (e.g., dictionaries, word walls) to help spell words they may find difficult.
 - Structuring work with paragraphs to signal a change of topic, change of speaker, change of time and change of place.
 - Using punctuation, including full stops, commas, semi-colons, question marks, apostrophes, quotation marks and speech marks, correctly.

- Beginning a sentence with a capital letter, along with all proper nouns.
 - Use discursive markers or connectives, such as ‘finally’ and ‘however’, to signal the development of an argument or their opinion, or their consideration of another’s opinion.
 - Planning, organising, drafting, editing and reflecting on their writing.
 - Using formal Standard English in their writing and speech as appropriate.
 - Not using “text speak”, inappropriate informalities and abbreviations such as “gotten” and “gonna”
 - Through their reading and writing, being increasingly familiar with the key vocabulary of each subject.
 - Taking pride in the presentation of their work.
- **Parents can support the implementation of this policy by:**
 - Reading with their children and encouraging them to read more widely.
 - Buying books as presents.
 - Visiting libraries or literacy events.
 - Reading through the comments written by teachers regularly.
 - Supporting the school in checking that students are correcting spellings.
 - Supporting the school in providing a bag that can accommodate books comfortably.
 - Making every effort to attend parents’ evenings, literacy evening, when requested.
 - **Governors:**
 - It is the role of the governing body to monitor and evaluate the effectiveness of this policy and its practice. They will be informed of its impact through:
 - Receiving feedback on this in the regular teaching and learning feedback provided by the Headteacher, Deputy Headteacher or Assistant Headteacher.

Monitoring and Evaluation:

We aim to identify Literacy support at the earliest stage and act proactively. To do this we will use the following as indicators of potential support needs:

- Primary school referrals
- Baseline information from Key Stage 2.
- Testing of Reading in Year 7 & Year 8
- Teacher referral (reinforcing why regular marking is important).
- Parental concerns/requests through form tutors/HoY/teachers
- Referral from SENCO or TA
- Target setting at Key Stage 3 & 4
- Predicted grades at Key Stage 3 & 4
- Reports from outside agencies.

Literacy progress across all students will be monitored and evaluated via various means, including:

- Classwork
- Homework
- Assessments
- Test scores
- Lesson observations
- 1:1 support

Quality Assurance:

The school will monitor the impact of literacy through its existing self-evaluation processes. These include work scrutiny sessions, evaluation days, lesson observations, line management meetings and student voice. The results of these evaluations will impact upon any CPD to be offered to support and challenge students' literacy.