



# THE PARK COMMUNITY SCHOOL

## Literacy Policy

### Policy Update

<b>Policy Lead Person:</b>	Literacy Lead
<b>Approved By:</b>	Local Governing Board (25.03.2021)
<b>Next Review Date Due:</b>	03/22

- Staff *must* sign
- Staff *should* sign
- Governors *should* sign
- Publicly Available

# Literacy Policy

## Mission Statement

The Park Community School is committed to raising the standard of Literacy of all its students, so that they develop the ability to use Literacy skills effectively in all areas of the curriculum and use literacy as a platform to cope confidently with the demands of further education, employment and adult life.

## Rationale

Literacy underpins the school curriculum by developing students' abilities to speak, listen and communicate, to think, explore and organise. This includes helping students to express themselves orally and in writing. All departments and all teachers have a crucial role to play in supporting students' literacy development. Competent literacy skills enable students to access, understand and use information, achieve their educational potential across the curriculum, communicate effectively and read for pleasure.

Literacy opens up personal pathways to success and is central to personal expression and active participation in society, economy and culture.

## Literacy

Literacy involves the ability to read, write and communicate; however, it is also the capacity to recognise, reproduce and manipulate the conventions of a range of texts. Literacy and English are intertwined and an important aspect of our ability to communicate. New forms of literacy, such as on screen literacy and moving image media, are considered alongside the more traditional print. Poor levels of literacy impact on students' attainment and have a negative impact on pupils' self-regard.

## Aims

The aims of The Park Community School Literacy Policy:-

- To ensure that all teachers have an understanding of the role that literacy plays in their subject.
- To ensure that all teachers understand how improved reading, writing and speaking and listening skills help students to progress in their own subject.
- To strengthen whole school literacy work across all departments to ensure that students extend and consolidate literacy skills in all appropriate contexts.
- To enable students to gain knowledge, understanding and skills in order to speak, read and write for a range of purposes.
- Staff across the curriculum areas should challenge students in line with the high expectations required by the English department.

## **Teaching and Learning at The Park Community School**

### **Raising Standards of Literacy**

The framework for literacy and learning identifies four main areas for development:

#### **1) Learning through Speaking and Listening.**

Talk is our main means of communication in everyday life and is fundamental to the development of understanding.

We want our students to increase in confidence and competence in Speaking and Listening in English and as far as possible in at least one Modern Foreign Language, developing their ability to:

- clarify and present their ideas and explain their thinking
- listen actively and respond sensitively and appropriately
- adapt their speech to suit a wide range of circumstances, including paired and group discussion and speaking to a larger audience
- use varied and specialised vocabulary, including subject specific vocabulary
- speak for a range of purposes e.g. to narrate, to analyse, to explain, to reflect and evaluate
- recall the main points of a presentation, reflecting on what has been heard to ask searching questions, make comments or challenge the views expressed
- appreciate the nuances of dialect, body language and tone
- identify and report the main points emerging from discussion and provide feedback
- provide an explanation or commentary which links works with actions or images
- use talk to question, hypothesise, speculate, evaluate, solve problems and develop thinking about complex issues and ideas
- use standard English to explain, explore or justify ideas
- identify the underlying themes, implications and issues raised by a talk, reading or programme
- discuss and evaluate conflicting evidence to arrive at a considered personal viewpoint

#### **2) Learning through reading from a variety of sources**

Many lessons include and depend on written communication and so we want our students to enjoy reading and develop increasing confidence and competence, enabling them to:

- read fluently, accurately and with understanding
- become independent and critical readers who make informed and appropriate choices
- select and evaluate information from a wide range of texts and sources including print, media and ICT
- apply techniques such as skimming, scanning and text-marking effectively in order to research and appraise text
- identify key points and make notes
- read widely to support learning across subjects other than English

- use a dictionary, thesaurus, glossary and index
- interrogate written sources in order to propose a personal viewpoint
- understand inference

### **3) Learning through Writing**

Our students will develop skills in using writing as a tool for thought, structuring and organising writing and developing clear and appropriate expression. They will:

- write in a widening variety of forms for different purposes and audiences e.g. to interpret, evaluate, explain, persuade, argue, analyse and explore
- develop ideas and communicate meaning to a reader using wide-ranging and technical vocabulary and effective style, organising and structuring sentences grammatically and whole texts coherently with particular reference to paragraphs and accurate tenses
- apply word processing conventions and understand the principles of authoring multi-media text
- use and recognise homophones accurately
- develop creativity and flair through the written work using all genres

### **4) Spelling, grammar (SPaG) and handwriting:**

Students will develop their skills and ability to:

- spell common words and key subject terms correctly
- develop a clear understanding of the phonic base for spelling patterns and learn words which do not conform to spelling rules
- develop a personal, clear and legible style of handwriting and pen grip
- build on an understanding of the common use of speech marks, capital letters, commas, full stops

### **Actions to Ensure the Literacy Policy is Effectively Implemented**

The renewed Whole School Literacy Policy (see below) was launched at a training day at the start of the 2018-2019 school year led by PN.

\*During 2019/20 and 2020/21 COVID restrictions and national lockdowns have had an impact on the ability to action several elements of this policy. Accelerated reader is in use but being delivered by Google Classroom rather than in person. This affects a), b), & c) below.

#### **Reading**

- a) Accelerated Reader to be driven by English in Y7 and Y8 but also more effectively embedded in Tutor Groups as part of the Active Tutor programme. To be part of the Activities Shield (reported 3 times a year) and referenced to on student's School Reports/monitoring.
- b) Y8 and Y9 Reading Challenges driven by the library and recognised with certificates and badges. Again supported by Tutor Groups and Houses.
- c) 'Drop everything and read' rolling programme.

- d) 'World Book Day' activities.
- e) Carnegie Book Award (English).
- f) Appledore Book Festival (English Dept link with Barnstaple Library).

### **Writing**

- a) All Departments to report on quality of written communication through Key Literacy Objectives (KLOs) assessed by five criteria communicated in all departments: handwriting, paragraphing; punctuation; sentences and accurate spelling. These will be on posters in all classrooms and across the school. Stickers of the KLOs will supplement SPaG Stickers for all books.
- b) KLOs will be assessed through embedded extended writing in all subjects reported three times a year using criteria based on the GCSE English Language Assessment Criteria (to be referenced to on students' school reports: mean score reported).
- c) Exemplars will be available showing literacy levels in selected subjects.

### **Oracy (Speaking and Listening)**

- a) 'Talk for Learning' guidelines to be displayed in all classrooms, referred to and modelled by all teachers.
- b) Subject Speaking and Listening using GCSE Criteria (Pass, Merit, Distinction). This will not be in the first tranche of implementation. (Note: This has not currently taken place due to cancellation and changes to GCSE examinations)
- c) Inter House 'Youth Speaks' type competition.
- d) Barnstaple Youth Speaks Competition.

### **On-going Staff CPD**

Whole staff CPD through the Wonder Wednesday slots and Twilight sessions. In 'normal' school operating times a Literacy Review will be conducted three times a year drawing on learning walks, booksees, student voice and staff feedback with recommendations shared with staff.

### **The challenge of Online Learning**

With the school required to provide online learning in the Covid 19 lockdowns of 2020 and 2021 this has presented a challenge to maintain high standards of literacy. Teaching staff have been provided with CPD on how to use various technologies in order to create stimulating and varied online learning experiences. The school will need to closely monitor the impact on students' literacy of these periods away from the traditional classroom.