

Broadoak Literacy Policy

Version and Date		Action/Notes
1.0	Sept 2020	Policy Drafted and finalised
2.0	Sept 2021	Policy updated

Policy Reviewed:	July 2023
Policy Review Frequency:	4 Years
Policy Holder:	Mr Taylor
Next Review:	July 2026

Signature of Chairman of Local Governing Body:



At Broadoak School we seek excellence for all our pupils, within the context of a caring and mutually supportive partnership between governors, staff, pupils and parents. We fully recognise that, by its complex nature, teaching and learning must take account of prior learning experiences, assessment, behaviour and special educational needs.

Aim

'Every teacher is a teacher of Literacy'

Literacy is fundamental to all areas of learning as it unlocks access to the wider curriculum. Being literate increases opportunities for the individual in all aspects of life and lays the foundations for lifelong learning and work. A whole school literacy policy at Broadoak is required to ensure that the teaching of reading, writing and oracy is highly effective and cohesively planned and implemented across the curriculum, with all teachers regarding themselves as teachers of literacy, regardless of their subject specialism.

Objectives

- All pupils will leave school with the key literacy skills of reading, writing and communication.
- Literacy will be embedded in all lessons across the curriculum and addressed in exercise books.
- All teachers will be aware of and fulfil their responsibilities as 'Teachers of Literacy'. Teachers will be supported in this role through tailored resources designed to remove barriers to progress.
- Accurate and timely reading age assessments will monitor and inform reading age progress across the curriculum.
- Literacy intervention will be conducted in various forms to ensure progress for all.
- All pupils will have the opportunity to enjoy and engage with learning to be literate through an enrichment offering that brings literacy to life.
- Staff are provided with opportunities to share outstanding literacy practice in order to plan, deliver and take ownership of literacy in their own classrooms

Literacy Key Skills

These skills are fundamental to our pupils' ability to access GCSE material and are a continuation of their literacy journey from KS2. They should be reviewed annually in order to sustain development:

Reading Skills

- Proof-reading. skimming and scanning. Reading for meaning and exam literacy. Independent 'Reading for Pleasure'. Critical reading.
- The ability to access a variety of texts from the 19th, 20th and 21st Centuries.
- The ability to access a variety of texts from different genres. Writing Skills
- Accurate spelling of standard vocabulary.
- The ability to write for a range of genres, audiences and purposes.
- The ability to use a variety of sentence forms.
- The ability to classify parts of a sentence.
- The ability to use correct grammatical constructions and punctuation.

Oracy Skills

- The use of Standard English and an awareness of audience.
- The ability to directly respond and question.
- The ability to present, discuss and debate ideas cohesively.

Practice

To realise the school's vision, staff are expected to:

- Complete form reading as part of the schools form time provision (once a week)
- Encourage pupils to read and to use the library.
- Take responsibility for promoting literacy within lessons and around school.
- Uniformly apply the marking policy of their department, including literacy marking where applicable (see symbol system below)
- To use the Literacy Knowledge Organisers and subject-specific resources created to support literacy development regularly in their subject areas. Identify training needs of staff and plan for professional development.

To realise the school's vision, the school will:

- Facilitate twice-yearly reading age tests for years 7-9. Pupils' reading ages will be shared to ensure staff are aware of the needs of individual pupils. Pupils whose reading age is below their chronological age or declining will be targeted for







intervention. Assess pupils' writing and communication skills through the English curriculum.

- Provide easily editable and adaptable literacy resources for cross-curricular use.
- Reward pupils who show commitment to reading.

Literacy Intervention within English: Y7 and Y9 pupils will receive extra English intervention in the form of extra lessons per week: Phonics in Y7 and Literacy for Y9. Narrowing Pupil Premium literacy gaps will also be a priority and further specific literacy intervention will be provided by a specialist tutor for select groups of pupils. By working with the SENCO, SEN pupils or others whose literacy has been identified as weak will be targeted for intervention.

All Staff will:

- Ensure that they are familiar with the demands of literacy in their department.
- Ensure they are aware of students' reading ages via Bromcom seating plans
- Embed literacy skills in lessons and Refine time.
- Use whole school agreed pedagogical strategies for the teaching of literacy.
- Use SEN and reading age information to ensure resources are appropriate.
- Encourage reading and promote literacy as a high priority.

Literacy Skills	
Marking Symbols for Literacy Skills	
	Write in full sentences
	Sentence/ paragraph does not make sense
	Missing paragraph here
	<p>Missing punctuation Incorrect capitalisation <i>Don't add the punctuation/ capital every time – at your discretion</i> <i>Circle the blank space if necessary.</i></p>
	<p>Missing word <i>Indicates where it should be.</i></p>
	<p>Spelling mistake <i>Don't correct the same mistake repeatedly.</i> <i>Notice a maximum of 5 mistakes in any given piece.</i> <i>Don't correct every spelling.</i></p>