St Ives School

LITERACY POLICY

Consultation: Website, Google Drive and Staff Share

Dissemination: Website, Google Drive and Staff Share

Date policy approved by Governors Date policy becomes effective: Immediately

Review date: Termly

Person responsible for implementation and monitoring: Deputy Head teacher, Literacy Lead.

Links to other relevant policies: Teaching and Learning Policy, Behaviour Policy.

Contents

Intent:

At St Ives, we recognise literacy as integral to the learning process. Competent language skills are essential for students to engage with the cognitive demands of all areas of life, contributing to their sense of identity, belonging, development, and strong learning practices. We are committed to ensuring that every teacher is a teacher of literacy, providing high-quality instruction across the curriculum. Our literacy strategy empowers students to communicate effectively using a wide vocabulary, read widely and fluently, write clearly and accurately, develop a love of reading, and express themselves competently using a range of oracy skills. Our ultimate goal is to ensure that our learners build the literacy skills required for future success.

We aim to promote high standards of language and literacy by closely supporting our students in their development of these skills across all curriculum areas. A strong focus is placed on equipping pupils with a clear understanding of the spoken and written word. By encouraging students to read widely and develop a love of literature, we enable the acquisition of new knowledge, which is vital to their overall success. Our Whole-School Literacy Policy seeks to raise attainment at every level of ability by integrating the skills of

listening, speaking, reading, and writing into the curriculum, thus maximising each student's potential.

Our Core Aims:

1. Develop Comprehensive Literacy Skills:
   - Enable students to maximise their literacy skills for easy access to all aspects of our curriculum.
   - Foster the ability to read easily, fluently, and confidently across the curriculum.
   - Promote writing clearly and accurately in all subject areas.

2. Cultivate Effective Communication:
   - Encourage students to speak confidently and with precision.
   - Develop competence in speaking and listening skills through structured activities and feedback.

3. Foster a Love of Reading and Literacy:
   - Promote a love of reading and ensure students read widely.
   - Embed a common language around reading and literacy, tailored to different subject areas.

Fostering a love of Reading and Literacy

- KS3
  - Teachers to read a fiction or non-fiction text each week with their tutees and apply reading/literacy strategies 'model reading strategies'
  - Teachers to deliver periodic sessions on non-fiction articles relating to the fiction texts
  - Teachers to model, and develop, oracy skills of students during the 'belonging tutor session.'
  - Tutors to check reading logs each morning while students read independently

- KS4
  - Teachers to read a fiction or non-fiction text each week with their tutees
  - Teachers to deliver periodic sessions on non-fiction articles relating to the fiction texts
  - Teachers to model, and develop, oracy skills of students during the 'belonging tutor session.'

- Actively encourage and remind students about opportunities linked to reading and literacy including use of the library
- Foster a love of reading with students by discussing books and texts openly and encourage to bring in and share books
- As part of our Core 10 strategies for Teaching and Learning we use 'Say it again better' and 'Think, pair, share'. (see appendix for Core 10 and associated WalkThus)
- STAR is promoted in all lessons, included in this is 'Answer and Ask like a Scholar', this is again another whole school strategy supporting Oracy. (see appendix for STAR information)

Reading Culture Blueprint
We all read, together

Rationale

To support all students, and in particular to advantage our disadvantaged students, through a whole school tutor-led reading programme where adults read to students each day.

Reading aloud is the foundation for literacy development. It is the single most important activity for reading success. (Bredekamp, Copple & Neuman, 2000)
It provides children with a demonstration of phased, fluent reading. (Fountas and Pinnell, 1996)
It reveals the rewards of reading, and develops the listener's interest in books and desire to be a reader. (Mooney, 1990)

Reading tips
- **Take your time:** read steadily and clearly
- **Safe strategy:** position yourself at the back of the room, seated or standing.
- **Advanced strategy:** Circulate the room as you read, interacting with students using non verbal prompts

Universal Offer

Across their time at St Ives School, all students benefit from a tutor reading offer that provides them with the opportunity to follow along as their tutor reads 30 well chosen, engaging and thought provoking books to them, across a range of fiction and non-fiction genres.

Structure — Term 1:
Term 2—review role of x 1 session non-fiction comprehension based on "The Day"

Stage	Arrangements
Years 7 & 8	Morning: Accelerated reader and homework log
	Afternoon : x 4 tutor reader, x 1 assembly
Years 9 & 10	Afternoon: x 4 tutor reader, x 1 assembly
Year 11	Separate programme in Year 1

By Year 2, Year 11 to join programme.

Students will
- **Be ready:** Arrive promptly and settle quickly at the start of the session.
- **Be respectful:** Listen, in silence, to your tutor and visiting adults reading.
- **Be respectful:** Follow along, tracking the text with your reading ruler.

Tutors will
- Engage fully in ongoing CPD to support the reading programme.
- Provide a calm and quiet environment conducive to students' enjoyment of reading.
- Read out loud to the group every session, using as a minimum the 'safe' reading strategies and when confident, trying the 'advanced' strategies.

Literacy Leaders will
- Support a positive and effective environment for reading, every day.
- Be present and involved in supporting every reading session, praising, modelling and supporting sessions
- Provide initial and ongoing CPD opportunities for staff.
- Review the programme regularly, drawing on stakeholder views.

Literacy interventions

[see appendix 3]

- Implement the use of the Totem, Talisman, Fresh Start and Read, Write Inc programmes with our weakest readers
- Appropriate use of common reading strategies in lessons to support with literacy and reading
- Assess students using the literacy assessment tool and apply intervention if required
- Use student reading to support with effective classroom interventions
- Monitor students using reading programmes such as AR or Sparx Reader
- We are introducing 'student paired reading partnerships' using our student school leaders to help engage reluctant readers in 7 and 8, this is coordinated by our Library and Reading Coordinator.

Vocabulary

Our curriculum has been developed to support the explicit teaching of vocabulary in lessons.

The expectations for vocabulary as part of this policy include:

- Explicit teaching of vocabulary including pronunciation, in line with curriculum planning.
- Teachers to model high quality talk and expose students to a range of academic language.
- Teachers to make key words and vocabulary visible and memorable, including through the equitable curriculum and displays.
- Where appropriate, teachers to discuss and consider the etymology of words with students to build their vocabulary foundations.
- Organisation and implementation of tier two and three vocabulary.
- Where appropriate the use of the Call and Response teaching strategy.

Reading

Throughout a young person's journey of reading in KS1 and KS2, they have been exposed explicitly to a number of key reading strategies. These range from simple decoding strategies to ways in which they can begin to first understand a text; to then being able to analyse, compare and evaluate it. The aim of reading strategies at KS3 and 4 is to ensure that all readers are able to become strong independent readers who are able to digest a text for the purpose they are being asked. We want our students to be able to apply, analyse, synthesise and evaluate the information they are reading. With this in mind, faculties across the school should be implementing common research-based strategies that allow for all readers to strengthen their independence that are rooted in their own subject.

Reading ages are to be generated from Literacy Assessment Online and distributed to staff to support with planning around reading tasks.

Furthermore, from September 2023 a form time reading programme has been implemented to encourage a love of reading and model good examples of reading each week. In addition, our Library and Reading Coordinator supports with the promotion and love of reading by creating a comfortable, engaging environment for our young people and introducing Borrowbox.

Alongside this, we have introduced a daily reading home learning task for all of Key Stage 3 and building discussions around reading at home into the curriculum and with tutors. The overall aim is to improve engagement with reading and aid students in understanding a wide range of texts.

The expectations for reading as part of this policy include:

- Students encouraged to use a wide range of reading skills including skimming, scanning, decoding, comprehension and inference across the curriculum
- Students to be exposed to and respond to a range of high-quality texts across the curriculum with a sharp focus on challenge
- Teachers to model and encourage reading with fluency and accuracy in lessons and tutor time
- Teachers to use reading ages to inform lesson planning and seating plans
- Teachers to model and support whole-school reading strategies
- Teachers to actively promote reading, the library and Borrowbox to encourage a love of reading.

Writing

Writing clearly and accurately is required for all subject areas and it is important that our students regularly engage with writing tasks.

The expectations for writing as part of this policy include:

- Ensure Standard English is used at all times in writing and students to respond using full sentences
- Literacy marking codes (appendix 2) to be applied consistently
- Students to write accurately, fluently and clearly with regular opportunities for feedback and redrafting
- Students to demonstrate clear communication skills, including handwriting
- Introduction of a formal writing homework from Yr 8 designed to start to build up the resilience and skills in extended writing.

Teachers in all subject areas should be providing strategies which help students to strengthen their writing skills.

These strategies include:

- use of high quality exemplar material which is used to model the writing which is expected of the student

- explicit teaching of the structure, form and audience of the writing so that students have an understanding of how to structure their own writing and how to adapt their language to different audiences

- explicit teaching of the success criteria for that piece of writing

- Use of tool kits to help scaffold their writing and break down the different elements of the writing

- boxing up the text: taking the exemplar and unpicking the different elements which make it a good piece of writing

- use of acronyms like PEE (Point. Evidence. Explain) to help scaffold and structure student writing

- Use of sentence stems to scaffold for students

- Clear methods and a focus on the planning stage of writing: mind-maps, sub-titles and dot points; noughts and crosses grids

- Clear methods and focus on the proof reading stage of writing: use of check lists, boxing up the text; self and peer assessment and time allowed for improvement (See appendix)

Homework:

In order to help improve and strengthen writing, students in Key Stage 3 are expected to complete one piece of extended writing once a fortnight. The aim is to allow students a structured task to improve their stamina and allow them to embed the strategies taught in the classroom.

Spelling

- Spelling strategies should be used to support students across the curriculum, particularly with subject specific terminology
- Students to have access to a dictionary in all lessons through their Ipad

- Students to correct spelling errors regularly and accurately

Oracy

Oracy, the ability to express oneself fluently and grammatically in speech, is fundamental to literacy development. It enhances students' comprehension and communication skills, which are critical for academic success and personal growth. Incorporating oracy into a literacy strategy fosters critical thinking, strengthens reading and writing capabilities, and supports overall language acquisition. By prioritising spoken language, schools can create a robust foundation for literacy that equips students with the skills necessary for effective learning and future success.

The expectations for oracy include:

- To ensure all aspects of the Cambridge Oracy Framework are covered in different aspects across the school: this incorporates the four areas of the framework, 'Physical, Linguistic, Cognitive and Social and Emotional'
- Raise the profile of oracy through wider opportunities including debating, speech competitions; opportunities in assembly and activities such as Model U.N or through our Be Inspired programme.
- Expand the curriculum to raise the profile of oracy: this could include making oracy part of an assessment; or whole year group forums where the focus is on presenting ideas orally
- Provide students with adequate scaffolding to structure and organise talk. This could include explicit scaffolding strategies like oracy stems or oracy roles
- Use of questioning techniques to expand reasoning and allow students to express developed and critical ideas within the subject area
- Have an explicit and common whole school language around oracy that underpins the expectations of students. Again, these are included in our Care 10 and STAR strategies
- Be ambitious about what students can achieve through oracy
- Use of dual coding to make it explicit to students what the expectation is.
- Ensuring Standard English is modelled and that students use it confidently in their own speech
- Support students to speak confidently and accurately in a range of contexts
- Encourage students to collaborate and participate actively in group discussions

- Encourage students to respond appropriately and sensitively to other people's views
- Students to use oracy roles in lessons where appropriate (appendix 4)
- Opportunities for discussion to be planned into the equitable curriculum.

Use of Library

The library at St Ives is an important resource for all students. Students should be encouraged to visit the library regularly and participate in the activities available.

Our Library and Reading Coordinator is extremely skilled and able to introduce and recommend a broad range of new texts to the library to encourage students to enjoy reading for pleasure.

The expectations for using the library as part of this policy include:

- Key Stage Three students to visit the library at least once a half term as part of an English lesson
- Reading competitions and challenges to be launched and actively promoted across the school, particularly during tutor time.
- Staff to encourage students to use the library during lunch time and after school to support with reading and homework.
- Use the library to promote and support students with reading and spelling strategies.
- The library to offer a safe, comfortable and engaging space for students to enjoy reading.

Appendices:

Appendix 1 – Reciprocal reading roles

Summary Superstar:

Your job is to supply a brief summary of the reading. You must cover the key points, main highlights, and general idea of the reading assignment.

Word Wizard:

Your job is to be on the lookout for a few words that have special meaning in the reading and define them. Use your dictionaries or ask your teacher.

Discussion Director:

Your job is to develop a list of questions to discuss about this part of the book. The best discussion questions come from your own thoughts, feelings, and concerns as you read.

Premier Predictor:

Your job is to make a prediction on what you think will happen in the next chapter based on context clues in this chapter.

Reciprocal reading questions:

First: summarise what has just happened in the text? *Consider what, who, where, how, when and why.*

Then: choose **2-4 of the questions** to answer below

Character:

1. How is the main character feeling and why?
2. Who is the most interesting character in the book and why?
3. Who is your least favourite character and why?

Predictions:

4. What do you think will happen next?
5. What will happen at the end?

Make connections:

6. How does the writer want you to feel?
   (Angry/worried/confused/sympathetic/happy/excited/intrigued/annoyed)
7. How many stars out of 5 would you give this book and why?
8. Write down some questions you have about the book

Big ideas:

9. What do you think is the main message of the story so far?

Vocabulary:

10. Which keywords from the text tell you about the character's personality/mood?

11. Write down one word from today you don't know the meaning of. Can you find clues to help you out?
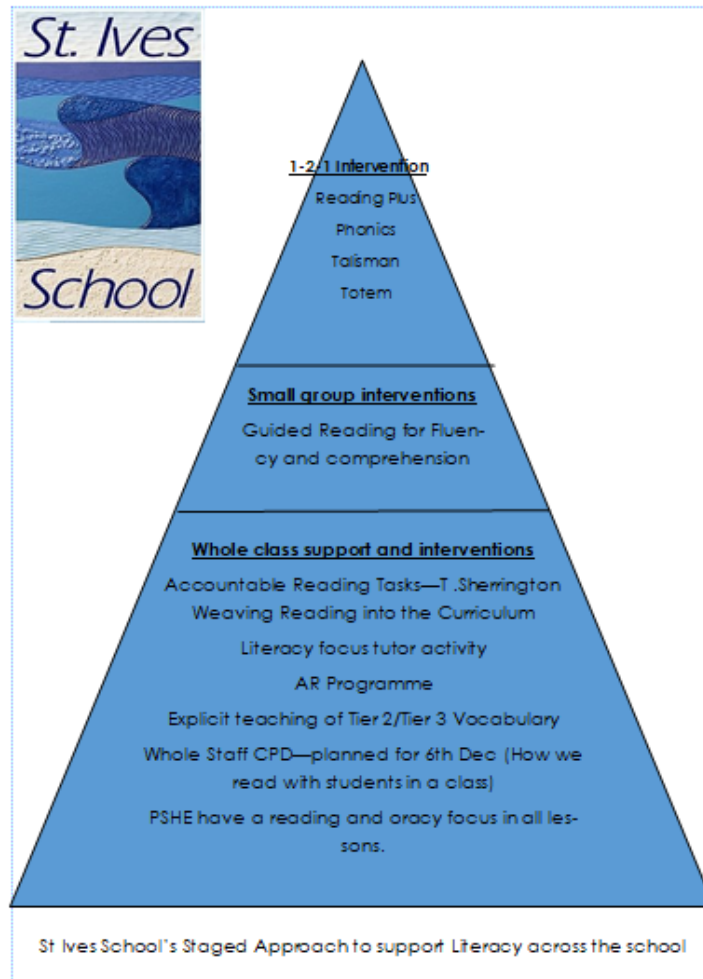
Clarify:

12. Is there something that you want to know about the characters or plot? Write down a question you could ask.

13. Write a list of tricky words from your book and use your phone/a dictionary to find their meaning.

14. What do you find confusing in your book? Write down questions that you could ask to clarify this.

Appendix 2 - Literacy Marking Codes

SP	Circle the word that is incorrect. 'SP' will be written in the margin for the student to correct. The correct spelling will be copied out 3 times by the student in green pen. *As a guideline, five spelling errors will be identified but this depends on the prior attainment of the student and will be subject to teacher discretion.*
P	Errors in punctuation and/ or grammar will be underlined or circled and PG will be placed in the margin.
^	This means that a word or words have been missed out.
WW	Wrong word used. The spelling is correct but the word is misused in context, e.g. there/their/they're. The word will be circled and WW placed in the margin.
?	Meaning is unclear; it doesn't make sense.
//	New paragraph needed.
VT	Verbal tense is incorrect and needs to be amended.

Appendix 3 - Intervention Plan

1-2-1 Intervention
Reading Plus
Phonics
Talisman
Totem

Small group interventions
Guided Reading for Fluency and comprehension

Whole class support and interventions
Accountable Reading Tasks—T .Sherrington
Weaving Reading into the Curriculum
Literacy focus tutor activity
AR Programme
Explicit teaching of Tier 2/Tier 3 Vocabulary
Whole Staff CPD—planned for 6th Dec (How we read with students in a class)
PSHE have a reading and oracy focus in all lessons.

St Ives School's Staged Approach to support Literacy across the school

Appendix 4 – Talking Roles

Instigator
This person begins the conversations

- "I would like to start by saying…"
- "The first thing we need to do is…"
- "To begin with, let's talk about…"

Builder
This person builds on their peers' ideas

- "I agree with what… has just said about … and would like to add…"
- "I would like to build on your great idea by adding that…"
- "Linking to that point is…"

Talking Roles

Challenger
This person challenges the conversation with an opposing argument

- "If what you're saying is true, how can…"
- "You mentioned … But what about…"
- "I hear what you're saying, but have you considered…"

Summariser
This person summarises and makes judgements

- "So, overall, the main arguments put forward were…"
- "From today's discussion, it's clear that…"
- "To summarise, …"

Meet and Greet

Why? Positive relationships
How: Greet with positive statement and Activation

36

RATE

Why? Every minute counts
How: Respect, Answer and Ask, Track, Engage

Positive Framing

Why? High Expectations
How: Narrate the desired behaviour

42

Signal, Pause, Insist

Why? Calm, predictable, consistent routines
How: 3-2-1-Ready

40

CORE 10

St. Ives School

Power of Silence

Why? Promote independent thinking
How: Independent Practice

128

Talk to learn

Why? Promote oracy skills
How: Say it again better, Think, Pair, Share

92 98

Checking for Understanding

Why? Know your class
How: Cold calling, Quizzing, Show-me boards

90 94 112

I do, We do, You do

Why? Modelling handover
How: Live modelling, Scaffolding, Metacognitive talk

78 80 82

Models of Excellence

Why? Ready for learning
How: Ethic of excellence

30

End and Send

Why? Review and Safety
How: Plenary and controlled dismissal routine

Truro and Penwith Academy Trust

St. Ives School

RATE

R	Respect others and the Environment	
A	Answer and Ask like a Scholar	
T	Track the Speaker	
E	Engage	

References

Scarborough's '**Reading Rope**' demonstrates the many different threads that are essential to develop our students as skilled readers at all key stages. Tending carefully to each thread in the rope matters in order to weave a strong reading rope in every classroom and across every curriculum.

EEF recommendations
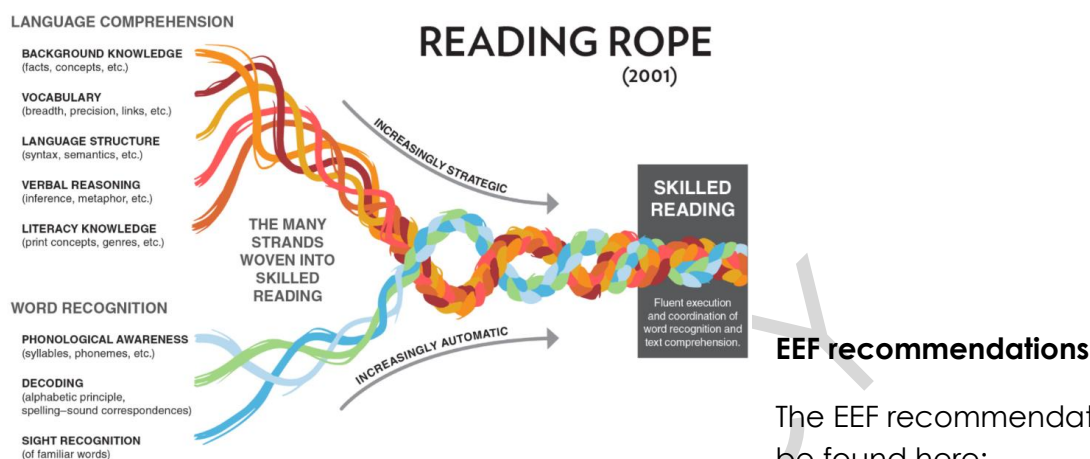
The EEF recommendations can be found here:

https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks3-ks4/EEF_KS3_KS4_LITERACY_GUIDANCE.pdf

The guidance provides seven recommendations related to reading, writing, talking, vocabulary and supporting students. The aim is to improve literacy in all subject areas in secondary schools with a particular focus on disciplinary literacy. The guidance challenges the concept that literacy is just a focus for English teachers or literacy coordinators; it emphasises that every teacher is a teacher of literacy.

Education Endowment Foundation

1 — Prioritise 'disciplinary literacy' across the curriculum

- Literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life.
- Disciplinary literacy is an approach to improving literacy across the curriculum that emphasises the importance of subject specific support.
- All teachers should be supported to understand how to teach students to read, write and communicate effectively in their subjects.
- School leaders can help teachers by ensuring training related to literacy prioritises subject specificity over general approaches.

2 — Provide targeted vocabulary instruction in every subject

- Teachers in every subject should provide explicit vocabulary instruction to help students access and use academic language.
- Effective approaches, including those related to etymology and morphology, will help students remember new words and make connections between words.
- Teachers should prioritise teaching Tier 2 and 3 vocabulary, which students are unlikely to encounter in everyday speech.
- Teachers and subject leaders should consider which words and phrases to teach as part of curriculum planning.

3 — Develop students' ability to read complex academic texts

- Training focused on teaching reading is likely to help secondary school teachers teach their subject more effectively.
- To comprehend complex texts, students need to actively engage with what they are reading and use their existing subject knowledge.
- Reading strategies, such as activating prior knowledge, prediction and questioning can improve students' comprehension.
- Strategies can be introduced through modelling and group work, before support is gradually removed to promote independence.

4 — Break down complex writing tasks

- Writing is challenging and students in every subject will benefit from explicit instruction in how to improve.
- Teachers can break writing down into planning, monitoring and evaluation, and can support students by modelling each step.
- Targeted support should be provided to students who struggle to write fluently, as this may affect writing quality.
- Teachers can use a variety of approaches, including collaborative and paired writing, to motivate students to write.

5 — Combine writing instruction with reading in every subject

- Combining reading activities and writing instruction is likely to improve students' skills in both, compared to a less balanced approach.
- Reading helps students gain knowledge, which leads to better writing, whilst writing can deepen students' understanding of ideas.
- Students should be taught to recognise features, aims and conventions of good writing within each subject.
- Teaching spelling, grammar and punctuation explicitly can improve students' writing, particularly when focused on meaning.

6 — Provide opportunities for structured talk

- Talk matters: both in its own right and because of its impact on other aspects of learning.
- High quality talk is typically well-structured and guided by teachers.
- Accountable talk is a useful framework to ensure talk is high quality, and emphasises how talk can be subject specific.
- Teachers can support students by modelling high quality talk, for example including key vocabulary and metacognitive reflection.

7 — Provide high quality literacy interventions for struggling students

- Schools should expect and proactively plan to support students with the weakest levels of literacy, particularly in Year 7.
- Developing a model of tiered support, which increases in intensity in line with need is a promising approach.
- Assessment should be used to match students to appropriate types of intervention, and to monitor the impact of interventions.
- Creating a co-ordinated system of support is a significant challenge requiring both specialist input and whole school leadership.

St Ives School English Department Spoken Language Assessment Sheet	
Year 7: Formal speech to a wider audience (eg the UN).	
Speaker's Name:	Date:
Title of Speech/Summary:	

Success criteria:	
Body Language E D S A M	**Voice and Clarity** E D S A M
• Eye contact • Posture • Gestures • Poise	• Clear pronunciation • Intonation • Volume • Good pace
Content and Research E D S A M	**Audience Appeal** E D S A M
• Main ideas are clear. • Well-argued – uses sophisticated ideas and key vocabulary. • Well-organised (introduction-body-conclusion). • Use of ethos (sounds convincing/is plausible). • Use of pathos (uses emotive language). • Use of logos (idea sound logical).	• Engages this audience. • Answers questions with enthusiasm. • Keeps this audience interested. • Speaks with confidence.

Development / OTY:
Body Language
Voice and Clarity
Content and Research
Audience Appeal

| **Before reading:**	**During reading:**	**After reading:**
Do you know the readers in your class?	**Set expectations for how you want them to read. Try to be consistent and clear.**	**Set expectations about what you want them to do with what they have read.**
- Will texts need to be chunked down into manageable sizes? - Will you need to sit and assist them to read sections of the text? - Will you need to reinforce key vocabulary to help them make sense? - What do they need to know about the topic to help it make sense (cultural capital) - Key vocabulary is provided / pre taught - Echo reading enforces correct pronunciation of word - Etymology of tier two words has been discussed / pre taught - Form and structure of the text has been discussed (report, article, letter, text book, historical source etc) - Predictions / connections have been made-use of pictures / titles / prompts / skimming the text - Purpose of the reading discussed: to understand, analyse, inform, infer, find certain information	-Are they reading silently or are your modelling the reading? Are you asking them to follow along or find things? - Purpose is made clear on what they need to do: what are they looking for in the text? - Effective reading is modelled: thinking out loud; stopping on key vocabulary for concept checking; - Reading 'around the word' is practiced: what clues do the text give which helps us to guess the word? - Key vocabulary is referred to - Stopping to discuss and ensure understanding where appropriate / questioning for different elements of the text: who, what, where, when, why, how. - Use quick concept check tools to gauge understanding: Socrative, agree / disagree, rank order of importance, place information in order, paired discussion/ True/false. - Is there scaffolding to ensure working memory is free to allow for the key skill you are asking them to do? - Give guidance on how to highlight and annotate a text:	- Build connections with text: were their predictions correct? - Summarise the text in three to four sentences - concept check for base understanding: Socrative, agree / disagree, rank order of importance, place information in order, paired discussion / true / false - Questioning is used to build greater depth of understanding - Questioning is used by students to uncover misconceptions: *what are three words I don't recognise? What is one part of this text I don't really understand?* - text understanding is broken down with tasks: **explicit:** *read it again to find out how John died* **Implicit:** *annotate the text to find evidence that John was frightened.* - Give students graphic organisers (mind-maps / flow charts) to help order their ideas:
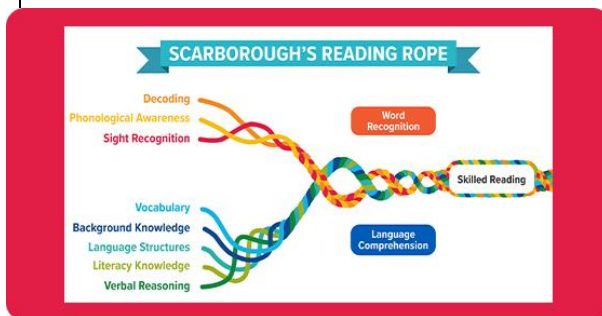
Boxing up the text - Autobiographical letter

Features	Teacher's letter	Your letter
Identify a short sentence, compound sentence and a complex sentence		
Where have I used slang / informal language? How does this affect the tone of the letter?		
A variety of punctuation? Where have I used it to change the mood or add meaning?		
Humour- what's funny? Where have I used sarcasm and punctuation to emphasise the humour?		
Interesting adjectives – highlight 3 interesting adjectives		
Powerful verbs Highlight 3 powerful verbs		
Questions-Where have I used them? What is the effect on the reader?		
Introduction – how did I engage the reader?		
What are the topics in paragraph 2 and 3?		
What are the topics covered in paragraph 4 and 5?		
What are the topics covered in paragraph 6 and the conclusion?		