



Literacy Protocol

Wisdom, Optimism, Resilience, Kindness, Service

Succeeding together

“Whatever you do, work at it with all your heart, as though you were working for the Lord.”
Colossians 3:23.

Aims

As a school we work hard to ensure that Literacy is at the heart of everything we do. From discreet Literacy lesson in Key Stage 2, to Reading lessons in the Library at Key Stage 3 and subject specific Literacy development at Key Stages 4 and 5.

We aim is to raise the Literacy levels for all students enabling them to access the curriculum, prepare them for GCSE and A Level courses as well giving them a love of reading and the skills to access life beyond school.

Summary

High levels of literacy underpin success for students across different subjects and throughout their school lives. All students benefit from high levels of literacy and this is supported across the school by three main strands of work:

- Key Stage 2 Literacy curriculum
- Developing disciplinary literacy across the school
- Developing reading for pleasure and for success
- Supporting literacy for students with lower levels of literacy

The principles underpinning these strands and the approach taken in school are described below.

Key Stage 2 Literacy curriculum

Literacy is an essential part of the Junior School provision. Hamilton Trust resources are used to develop literacy and resources are adapted to meet the needs of the class and individual learners. In addition to focused literacy time, written literacy is an integral part of learning across the curriculum.

Students are encouraged to read books they enjoy, which are age appropriate and challenge their development. Students have their own reading book with daily private reading time built into the curriculum. In addition to this students are encouraged to read to a teacher and have library visits in which they are supported by the school librarian.

Students record their reading in home reading diaries which parents sign to show it has take place.



Whole class reading of key texts is also used. A variety of texts are chosen in line with national curriculum expectations.

Tracking documents are used to monitor student progress linked to national curriculum levels.

Students develop their written literacy in Guided Writing sessions. Work is modelled with clear success criteria and use of WAGOLL (What a good one looks like). Dedicated time is used for learning and practicing spelling. Punctuation and grammar. These are then applied across a variety of topics.

Developing disciplinary literacy across the school

Each curriculum area develops the literacy that is necessary for students to access and excel in their subject through their teaching. Students are supported in developing skills of reading, writing, speaking and listening in ways which are appropriate to the subject being taught.

Disciplinary literacy is mapped through medium term planning documents for each unit of work. In addition to this departments each publish and follow a strategy showing what specific practices are used to develop appropriate literacy skills in their area. This focusses on addressing reading, writing, listening and speaking.

For example:

History Literacy Strategy

We support all students to **read** effectively by:

- Highlighting key terms in questions
- Summarising and consolidating information from longer texts
- Providing opportunities to make inferences from source material
- Highlighting the significance of the provenance of sources to students so that they can begin to appreciate reliability in texts
- Providing dictionaries in all classrooms for them to use when required

We support all students to **write** effectively by:

- Providing frameworks for longer written answers
- Modelling the meaning of key terms, including 'explain'
- Marking on students work where paragraphs are required
- Providing sentence starters when necessary
- Using the phrase 'PEE' to highlight how to structure paragraphs consistently across lessons and teachers
- Correcting spelling errors, particularly in key terminology
- Providing dictionaries in all classrooms for them to use when required

We support all students to **speak and listen** effectively by:

- Regularly using challenging and key vocabulary as part of the lesson
- Explaining the meaning of challenging and key vocabulary
- Challenging any incorrect use of vocabulary
- Challenging inappropriate comments used in sensitive topics
- Providing regular opportunities for whole class and small group discussion activities
- Selecting students to contribute to discussions when necessary, rather than always relying on a 'hands up' approach
- Encouraging them to explain their ideas orally

Design and Technology Literacy Strategy

We support all students to **read** effectively by:

- Displaying key words within each classroom
- Using subject specific language within presentations.
- Where longer texts are used checking understanding.
- Using the language of the key subject skills within teaching content.
- Highlighting key terms within questions and lesson text.
- Analysing research and selecting relevant information.
- Modelling strategies for reading e.g. skimming, scanning

We support all students to **write** effectively by:

- Providing frameworks for key subject skills (Analysing, annotating, planning evaluating etc.).
- Modelling the meaning of key terms and subject specific language.
- Providing sentence starters and questions for learning when necessary
- Correcting spelling errors, particularly in key terminology
- Encouraging the use of connectives when annotating existing products, design ideas and 'explain and justify' examination questions.
- Modelling and sharing of student writing
- Understanding examination command words and how to respond to the different types.
- Providing strategies (e.g. Scaffolding) for longer responses

We support all students to **speak and listen** effectively by:

- Speaking like a subject specialist within lessons
- Display key vocabulary for the lesson and refer to the words on display
- Exploring use of subject specific language through key subject skills.
- Explaining the meaning of challenging and key vocabulary
- Challenging any incorrect use of vocabulary
- Providing regular opportunities for whole class and small group discussion activities
- Selecting students to contribute to discussions when necessary, rather than always relying on a 'hands up' approach
- Encouraging students to explain aspects of their work as part of both practical and written lessons



Developing reading for pleasure and for success

Reading is key to the absorption of knowledge and skills. This strategy aims to develop and enhance the high levels of literacy of students, supporting the development of a lifelong love of reading.

Library lessons

All students receive 8 lessons of English per fortnight in Y7 and 6 lessons per fortnight in Y8. During this time, students are taken to the library to be supported with selecting reading books as well as engaging in individual or small group reading. Year 7 students have one hour-long session and one half-hour session each fortnight, Year 8 students have one half-hour session each fortnight. Year 9 students have a reading lesson once a fortnight in the classroom and once a half term they visit the library.

The school's librarian supports the class teacher to help student in selecting an appropriate yet challenging book. In Year 7 folders are used to track the reading that students have done, in which they are expected to summarise their thoughts on each book.

In Year 8 students are encouraged to participate in a Reading challenge based on reading 5 quality fiction books and 1 classic fiction novel.

Drop everything and read (DEAR) sessions

In KS3 20 minutes is allocated in one lesson each week to private reading. This lesson rotates through the weekly timetable throughout the year. Students are expected to bring a book with them and the whole group, including the teacher, engages in silent reading. This is designed to support all students, whatever their ability, in developing reading stamina and promoting a lifelong love of reading.

Library support

Throughout the year, the school librarian seeks out opportunities to promote reading for pleasure. This includes responding to local or national initiatives such as world book day and the brilliant books awards as well as using displays in the library and around the school to share the value of reading.

Reading awards are also given out – Bronze, Silver, Gold, Platinum for the successful reading of 3, 6, 12 and 24 books respectfully.

Supporting literacy for students with lower levels of literacy

Although many students have high levels of literacy, identifying and supporting those who do not is key to ensuring all students have access to the broad and balanced curriculum they are being offered. This strategy aims to provide extra support for those students where literacy could be a barrier to their learning.

Assessment and identification

Identification of students with particular literacy needs begins before students start at school through analysis of the Key Stage 2 outcomes. Where students are identified as having particular needs, these are addressed through allocation to the Catch Up classes.



Students' cognitive ability is assessed early in Y7 through the CATs tests. Alongside this, all students are given an NGRT assessment to identify their reading age and a standardised ages score. These scores are used to refine the identification of students in need of extra support.

Students may also be identified by their English teacher or through the SEN department.

Catch Up

Sessions are provided during tutor time to identified Y7 students in either Literacy or Numeracy depending on their identified need. Identified students attend carefully devised sessions rather than the standard tutor time in order to build their skills and support their progress.

Literacy Catch Up, delivered by specialist English and SEN teachers, is a programme of group work focusing on reading and interpreting high quality fiction. These sessions promote a range of inference and prediction skills required for higher level reading and text analysis. The groups are small and nurturing by their nature and are designed to build student Literacy confidence.

Some students will receive support throughout Y7, others stop receiving the intervention once a short term programme has produced the required benefit. Students' progress is reassessed with a reading test at the end of the course.

Y8-9 Literacy lessons

All students study Spanish in Y7. In Y8 & Y9 most students, approximately 75%, take up a second language, either French or German. The remaining 25% of students continue to study a single language and in addition are given one lesson per week of literacy support in addition to their normal English lessons. These literacy lessons are devised to develop literacy skills to support learning across the curriculum.

Y10-11 Study Support

In Y10, students are given guidance regarding what options to take. Around 30 students each year, with guidance, take Supported study as an option. This means that they will take 9 GCSEs instead of the usual 10. In the time when they would have been studying another option subject, they instead attend Supported Study lessons devised to support their achievement across their other subjects. A key aspect of this is extra literacy support, both focussing on skills and learning specific to the English GCSEs (Language and Literature) and also broader literacy skills applicable in all GCSE study.

This is done in line with Supported study protocols which are:

- Modelling reading strategies
- Providing supported opportunities for students to read
- Developing skills of summarising and consolidating information from fiction and non-fiction texts
- Providing opportunities to make inferences from literary source material
- Highlighting the significance of identifying contextual information from within texts
- Strategic questioning to determine understanding