



Windsor High School and Sixth Form

Literacy Policy

Literacy Policy	
Responsible Committee:	Windsor Local Advisory Board
Policy Coordinating Officer:	Lead Practitioner of Literacy
Date revised by Windsor Local Advisory Board:	October 2023
Next review date:	October 2025

Rationale:

At Windsor High School and Sixth Form, we are committed to ensuring that our learners experience quality first teaching across the curriculum. We recognise that the explicit teaching of literacy is integral to quality first teaching.

Our Literacy Strategy seeks to empower students to communicate using academic language. Our ultimate goal is to ensure our learners leave us fully literate. We define a literate person as someone able to control their language by making informed choices about the type of language they use in a variety of different contexts; be it reading, writing, speaking or listening.

The duty that we have to ensure our learners are literate is detailed in The Teacher's Standards which notes that all teachers have "responsibility for promoting high standards of Literacy, articulacy, and the correct use of Standard English whatever their specialist subject". *Department for Education.*

Literacy Policy Aims:

- To maximise every learner's literacy skills to enable them access all aspects of our curriculum.
- To embed a common language for learning to teach learners how to think, talk and write like subject specialists.
- To empower teachers to embed the explicit teaching of literacy skills in their lessons and in their schemes of work.
- To put provision in place to support the development of students' literacy skills.
- By ensuring that the literacy practices outlined in this policy are embedded in our lessons, schemes of work and whole school ethos, we strive to meet the following strands of Ofsted's criteria for an outstanding lesson:
 - All students have high levels of literacy appropriate to their age.
 - Students read widely and often across all subjects.
 - Students develop and apply a wide range of skills to great effect, in reading, writing and communication.
 - The teaching of reading, writing and communication is highly effective and cohesively planned and implemented across the curriculum.

Specifically, our literacy policy seeks to ensure that when reading, writing, speaking and listening learners are able to:

Reading

- use skimming and scanning when reading;
- learn new vocabulary, relate it explicitly to known vocabulary and understand it with the help of context and dictionaries;
- read for pleasure;
- make inferences and refer to evidence in a text;
- identify the purpose, audience for and context of the writing and draw on this knowledge to support comprehension;
- check their understanding to make sure that what they have read makes sense;

Writing

- write accurately, fluently and effectively according to purpose and audience;
- plan, draft, edit and proofread their writing;
- be accurate in their use of grammar, punctuation and spelling;
- write in complete sentences;

Speaking and listening

- use Standard English confidently in their own writing and speech;
- speak confidently and effectively using Standard English in a range of formal and informal contexts;
- to give a presentation without reading from a script or PowerPoint.

What will quality literacy provision look like in practice?

- Teachers using spelling and reading standardised scores to inform lesson planning and to match activities sensitively to learners' needs.
- Teachers selecting texts at levels appropriate to learners when purchasing and creating lesson resources and supporting/scaffolding when exam texts are set.
- Teachers modelling high quality, formal talk and in so doing consciously exposing learners to the academic language of their subjects.
- Teachers modelling fluent reading and explicitly teaching the skills of skimming, scanning and zooming.
- Teachers talking to learners about their reading and recommending texts for learners to read for pleasure.
- Teachers ensuring that learners understand the conventions of text types specific to their subject.
- Teachers modelling and deconstructing writing to explicitly teach the literacy skills learners will need to successfully complete a piece of work/ unit etc.
- Teachers building explicit teaching of vocabulary into their lessons enabling learners to become 'word rich'.
- Teachers using classroom displays to make literacy visible for example by showing key word lists and how new vocabulary could be used in context.
- Teachers making learners aware of the literacy skills they are using in their subject and asserting the need for learners to transfer these skills across subjects
- Literacy marking codes are made accessible to students in all lessons
- Learners are familiar with our Literacy marking codes and using them to support their independent proof reading and their responses to feedback from their teachers.
- Teachers building directed improvement and reflection time into their schemes of work and lessons.
- Learners correcting spelling errors. Learners then endeavouring to learn the accurate spelling of the word.
- The school community regularly celebrating reading and writing for pleasure. Students enjoying a variety of reading enrichment experiences including author visits
- Using identified reading strategies with learners: predict, question, identify, connect, infer and evaluate.

Collation and sharing of whole school literacy data

- Y7 students sit the Hodder reading test and this data is shared with staff.
- Students reading ability is displayed on class charts for staff to use in planning.
- The SENCO, Literacy Coordinator and Faculty Directors have access to a breakdown of the performance of individual students in key areas of reading. These include literal comprehension, decoding, vocabulary, comprehension requiring inference or prediction and opinions and comprehension requiring analysis. This information is used to identify and target students in need of additional literacy support.

Developing literacy intervention strategies to support students in KS3 whose reading and spelling ages are below their chronological ages. Strategies include:

- The teaching of literacy in addition to English lessons for the weakest students in Y7, Y8 and Y9 in the Accelerated Learning Programme.

- Y7/Y8 & Y12/Y13 paired reading scheme for Y7/8 learners with reading ages below their chronological age to support reading comprehension.
- Learner/Adult paired reading to support learners in KS3 with reading ages below their chronological age.
- Teaching of Fresh Start Phonics for students identified as needing decoding support
- IDL Literacy is used to support students with reading ages and spelling ages below their chronological age