



Les Voies



Literacy Policy

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Why do we have a literacy policy?

“Literacy is a bridge from misery to hope. It is a tool for daily life in modern society. For everyone, everywhere, literacy is, along with education in general, a basic human right.... Literacy is... the road to human progress and the means through which every man, woman and child can realise his or her full potential.”

Kofi Atta Annan, Secretary-General of the United Nations, 1997- 2006.

Literacy is incredibly important for every aspect of life, from filling in a job application to reading the instructions for a prescription. Every person should have access to learn the ability to read, write and communicate with the rest of the world.

At Les Voies we place a high priority on literacy across the curriculum and believe that having a good level of literacy is key to success both across the curriculum and later in life.

All members of staff play a crucial role in teaching literacy, regardless of the subject or age group they teach. Every adult at Les Voies is a conveyor of the English Language and therefore has the ability to model good literacy skills to our students. Literacy should be embraced by the whole school and all staff should work towards a common goal: enabling each student to attain a good level of literacy before they leave Les Voies.

“Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject”.

Teachers Standards, 3 - Demonstrate good subject and curriculum knowledge, UK
Department of Education

Definition of Literacy

In this policy literacy means the ability to read, write, speak and listen. At Les Voies, a ‘good level of literacy’ means that our students should be able to read, write, speak and listen at a level which enables our students to live and work within society.

Aim of Literacy Policy

This literacy policy aims to ensure all students are making progress towards improving their reading, spelling and general communication using literacy.

Objectives of Literacy Policy

The objectives of the Les Voies Literacy Policy are:

- To assess the literacy attainment of all pupils effectively;
- To provide key interventions to ensure all students have the support they need to reach their potential;
- To involve all staff in the development and assessment of literacy in their subject areas; and,
- To devise whole-school strategies and systems for literacy improvement.

Literacy across the curriculum

The whole school curriculum is underpinned by highly effective teaching and learning, including disciplinary literacy, which should reduce the need for literacy intervention. Alongside the whole school curriculum, Les Voies does also follow the Big Picture Curriculum which is used with the Bailiwick of Guernsey.

Below are the different strategies, whole school activities and expectations regarding whole school literacy.

Word of the week

Each week the school has a 'Word of the Week' to focus on. These are sometimes linked to world days, weeks, or months (such as Pride Month or Holocaust Memorial Day). During Friday assemblies, each member of staff chooses a student to 'vote' for which has embodied the word of the week that week.

World Book Day

Each year students are given their World Book Day vouchers. Form tutors discuss which books are available and which books the students would like to get with their vouchers.

Competitions

Each week the whole school takes part in a 'Boggle' competition. The students compete to get the most and/or longest words from 16 letters. Within the 16 letters is either an antonym or synonym of the Word of the Week.

In addition to the above, at Les Voies we have a termly writing award. Each term all students will complete an extended writing each term. All submitted (regardless of year group) pieces will be sent to an external judge to award the winner. The winning student will have their name engraved on the trophy with a smaller one awarded for the student to keep.

ERIC

Everyday at 1:15-1:30pm, at the end of lunch and before lesson 5, students have the opportunity for Everybody Reads in Class (ERIC). Each class reads the same book, which is displayed in every classroom (Schedule ?, Appendixes). Either the class teacher, or a student from the class, reads aloud and the rest of the class follow along.

Local Library

Visits

Visits to the local library should happen at least once a year for each class, and more regularly if the curriculum requires it. Library visits include having a discussion with the school's librarian about books that might interest the students to read alone and books for ERIC. These visits are meant to encourage students to use the library and view reading as a pleasurable activity.

Book service

The local library offers a termly book service where books are sent to the school upon request. This can be used to get multiple copies of one book or give individuals a chance to read different books outside of the curriculum and/or ERIC.

Literacy Award

A literacy award is given by the Lead Literacy teacher for outstanding achievement and effort which is both higher than the schools' gold award and usually for a longer period of time.

Classroom expectations

- Each classroom should have a punctuation pyramid visible for all students to see;
- Each classroom should have a display of what each member of staff is reading;
- A clear date and title/learning objective should be visible according to each curriculum document;
- All teachers should uphold a high expectation of literacy within their lessons; and,
- All teachers should encourage students to use the punctuation pyramid, respond to feedback and have a clear date and title/learning objective every lesson.

Whole Staff Training

Whole staff training regarding literacy should take place at least 3 times a year. These sessions are to keep up to date with current literature, share data regarding our students and how best to use the data that is provided.

Assessment

All students will have a GL assessment. This will be assessed through NGRT & NGST paper A. When a new student arrives at Les Voies they will be assessed after their first half term. Whilst the students may arrive with a GL assessment, Les Voies focuses on creating a good relationship and routines to enable a current and accurate assessment. See Reading Policy for further detail.

Responsibilities of:

Literacy lead

- To promote the profile of Literacy across the school
- Regularly test the reading and comprehension levels of all students and the review of progress over time.
- Share reading/comprehension/spelling data across the school
- To ensure high quality effective provision regarding literacy in all lessons
- To ensure that staff are adhering to the whole school marking policy for literacy
- To ensure that all classrooms have literacy focused displays
- To oversee the Read Write Inc Fresh Start intervention scheme

Classroom teachers

- To promote the profile of Literacy within the classroom
- Take responsibility for the teaching and development of literacy skills, including reading, writing, communication and their application in the curriculum
- To ensure that students make progress relative to starting points in literacy
- To ensure that there is explicit teaching of spelling, punctuation and grammar in lessons to enable progress (and in line with exam specifications where necessary)
- To ensure that teaching of all aspects of literacy is evident in planning and assessment
- To conduct the Read Write Inc Fresh Start intervention scheme sessions where appropriate

LSA support

- To promote the profile of Literacy within the classroom
- To support students with their spelling, punctuation and grammar in lessons to enable progress
- To conduct the Read Write Inc Fresh Start intervention scheme sessions where appropriate

Home

- To actively encourage parents/carers to read with their children
- To actively promote literacy, in all of its forms, at home wherever possible

Implementation

The teaching of literacy at Les Voies School is incredibly important and therefore is supported by the current literature within the field and is something that is always built upon to ensure that the best teaching is always available for our students.

Reading

Les Voies School offers a comprehensive programme to ensure that all students have the necessary skills to read well. For more detailed information regarding this, please refer to the Reading Policy.

Writing

Writing is demanding on students because it requires students to combine three processes (Breadmore, H. et al., 2019). Students must be able to:

- transcribe (physically write);
- compose (generate ideas and translate them into ideas, words and sentences); and,
- use executive functions (plan and be motivated to review and redraft texts).

In order to support students effectively, teachers need to have an excellent knowledge of how to break down writing tasks. All staff need to have a strong understanding of the role spelling, punctuation and grammar plays in writing for their subjects.

Strategies for breaking down writing tasks include (Education Endowment Foundation: Teaching and Learning Toolkit (Collaborative Learning):

- Providing precise word, sentence and whole text level instruction in subject specific writing; for example, sentence starters that encourage students to analyse sources more deeply (e.g. 'While initially it may appear that...on closer inspection...');
- Ensuring that students understand the subject-specific connotations of vocabulary used in writing; for example 'evaluate' questions often require a different approach for different subjects;
- Explicitly teaching planning strategies, such as how to use graphic organisers; and,
- Helping students to monitor and review their writing; for example by providing a checklist of features included in high quality writing.

Teachers should also:

- Model high quality written responses; and,
- Combine reading and writing instructions as they are complementary skills. These include:
 - Using annotations to explore key features of texts;
 - asking students to read short summaries of texts they read;
 - creating checklists based on examples of good writing;
 - anticipating common misconceptions through highlighting how writers avoid them in high quality texts (Education Endowment Foundation: Teaching and Learning Toolkit (Collaborative Learning)).

Writing scaffolds are provided for teachers to use ([Schedule?, Appendix](#))

For more detailed information regarding this, including KS4, please refer to the English Curriculum Document.

Speaking and Listening

Talk is an important tool for learning and literacy, it can:

- improve reading and writing outcomes;
- enhance communication skills; and,
- and increase students' understanding across the curriculum (Improving Literacy in Secondary Schools, Education Endowment Foundation, 2019, pp.26).

We are committed to modelling accurate and precise academic language at all times and in having high expectations of students using accurate Standard English in and out of lessons.

Every term, each subject should give each student a chance to present something they have learned. Learning how to present and being given the opportunity to practise this is a safe space is incredibly important and should be encouraged at every possible opportunity (Srinivas, 2018).

All staff will be encouraged to provide opportunities for structured talk by providing:

- High quality talk which is typically well structured and guided by teachers.
- Accountable talk which is a useful framework to ensure talk is high quality, and emphasises how talk can be subject specific.
- Support by modelling high quality talk, for example including key vocabulary and metacognitive reflection (Improving Literacy in Secondary Schools, Education Endowment Foundation, 2019, pp.5).

Staff will be given training on how to best teach and encourage our students to practise and improve their speaking and listening skills.

For more detailed information regarding this, please refer to the English Curriculum Document.

Interventions

Interventions for reading and writing are mainly conducted through RWI Fresh Start. Please refer to the Reading Policy regarding this.

Package of interventions

- Phonics where necessary (for students who join Les Voies and do not have phonics knowledge);
- Improving reading age, RWI Fresh Start;
- Improving spelling, RWI Fresh Start;
- Improving comprehension, RWI Fresh Start; and,
- Fluency and comprehension, RWI Fresh Start.

Marking/Feedback/Monitoring

All members of staff are expected to follow all criteria within the Feedback Policy. All work should be:

- Acknowledged; and,
- Given verbal feedback.

For assessment pieces, all work should be:

- Given at least 1 piece of positive feedback;
- Give at least 1 piece of feedback which helps the student to improve their work; and,
- Given verbal feedback.

Please refer to the Feedback Policy for more information.

Impact

We will be able to assess the impact regarding reading ages through GL Assessments every July, which specifically focuses on reading and spelling. Class teachers will also be assessing formatively every lesson with at least one piece of summative assessment taking place each term. This, along with the interventions, where needed, will allow for progress to be made.

This policy will be reviewed every two years to ensure that a high quality of teaching and learning regarding literacy is taking place. On top of this, bi-annually we will complete the following impact measures to ensure that Literacy at Les Voies continues to be provided at a high quality:

- Student questionnaires and interviews;
 - Engagement with the curriculum as a whole;
- Teacher questionnaires and interview;
 - Engagement with the curriculum as a whole;
- Case studies of students;
 - A portfolio of a student's work that has been at Les Voies for 2 years or more regarding their progress in literacy throughout their time at Les Voies
- KS3 reports and KS4 outcomes; and,
- RWI Fresh Start data.

**Starting July 2023*

These measures will allow the policy to be reviewed in light of these evaluations.

