

Meadow Park School Reading and Literacy Policy

Young people who leave school without good literacy skills are held back at every stage of life. Their outcomes are poorer on almost every measure, from health and wellbeing, to employment and finance. Literacy is key to academic success across the curriculum (Sir Kevan Collins, EEF).

1 PRINCIPLES OF THE READING AND LITERACY POLICY

Meadow Park School is committed to raising the standards of reading and literacy of all of its students, so that they develop the ability to read, write and communicate effectively in all subjects and use it as a platform to cope confidently with the demands of further education, employment and adult life.

Literacy is grounded in the specifics of each subject and underpins the school curriculum by developing students' abilities to speak, listen and communicate, to think, explore and organise. This includes helping students to express themselves orally and in writing.

2 AIMS OF THE POLICY

- To prioritise reading skills, including disciplinary reading, to enable students to read, understand and access examination materials, so that they are able to achieve their educational potential across the curriculum.
- To ensure that students who need additional help with their reading have support to improve those skills.
- To provide targeted vocabulary instruction in every subject.
- To develop students' ability to read complex texts to open up pathways to success and active participation in the society, economy and culture.
- To break down complex writing tasks and use scaffolding and modelling where appropriate
- To ensure students have the language to reflect, revise and evaluate the things they do and on the things others have said, written or done.
- To provide opportunities for oracy
- To provide high quality reading and literacy interventions for struggling students.

3 ROLE AND RESPONSIBILITIES

Governors

- To ensure the rigorous and effective implementation and monitoring of the policy.

Senior Leadership Team

- To provide support, training and resources to support the development of reading and literacy
- To monitor and evaluate reading and literacy across the curriculum.

- To modify and update the policy in light of national developments and the changing needs of the school.

Curriculum Leaders

- To be responsible for the coordination of long, medium and short-term planning of schemes of learning, taking into consideration the aims and objectives of the policy.
- To monitor and evaluate consistent delivery of the policy.
- To provide appropriate support to team members through training materials or coaching.

Teaching staff

- To implement this policy by ensuring a consistent delivery of high-quality reading and literacy experiences.
- To be responsible for the short-term planning, in conjunction with department teams.

All staff

- To be aware of the principles of the policy and how they can contribute to it.

Students

- To work positively within lessons.
- To extend the skills of reading and literacy outside the classroom by ensuring the completion of learning tasks set as homework.

Parents/ carers

- To support the policy of the school by providing support for students at home, allowing them to continue their learning at home.

4 LEARNING

4.1 READING

We want our students to enjoy reading, to be able to use their reading to help them to learn and to develop increasing confidence and competence in reading so that they are able to:

- Read fluently, accurately and with understanding in all subjects.
- Become independent and critical readers who make informed and appropriate choices.
- Select information from a wide range of texts and sources and to evaluate those sources.
- Apply techniques such as skimming, scanning and text-marking effectively in order to research and appraise texts.
- Extract relevant information from a text.

We use available data on students' reading abilities in order to make informed choices about appropriate texts and to plan appropriate support for students in order that they may successfully access texts. Reading assessments are an integral part of the English Department assessment process. Students have access to dictionaries, thesauruses and lists of subject-specific vocabulary which they are encouraged to use.

The English department assesses students throughout year 7 and 8 in order to ascertain what the individual student's reading age is using Accelerated Reader. Reading ages of Year 9-10 are assessed using Salford Testing. Students are placed within a reading band A-E*. The reading ages and bands are shared with staff so that they are able to plan can use this information to determine scaffolding required for the reading age range of a particular class.

Students, who have been identified with a specific learning difficulty which impacts on their literacy development, are supported in small groups in the SEND department. We also support students with reading ages of below 9-years using Fresh Start (with the exception of Band A and B EAL students who follow 'Racing to English' until they are 'Fresh Start Ready'.)

The library encourages independent reading and research, within which we demonstrate and share a pleasure in reading. High quality reading material, which is up-to-date and relevant, is available.

The long and medium-term plans within school include explicit reference to the skills or strategies to be used, taught or reinforced. Teaching may include, as appropriate:

- Addressing barriers to accessing the curriculum related to reading, writing and communication.
- Making clear the intended purposes of reading within each subject.
- Providing texts with the appropriate academic challenge
- Teaching, and providing opportunities to practise reading strategies (e.g. skimming for overall meaning, scanning for key points, words or phrases, or close reading.)
- Teaching, and providing opportunities to practise sifting and selecting information, taking notes and annotating texts.
- Teaching, and enabling pupils to infer and deduce meanings, and recognising the writer's intentions.
- Teaching how to use evidence selectively to support points and link them to students' own comments.
- Providing multiple opportunities to hear, see and use new words.
- Contextualising texts (related to the social and political context).

*A	9 years or below. These are our Fresh Start students/ EAL intervention to make them Fresh Start ready.
B	More than two years below their chronological age.
C	Up to two years below their chronological age.
D	At chronological age
E	Above chronological age

4.2 WRITING

Writing is challenging for students. Writing tasks require students to marshal large quantities of information, communicate with accuracy and group ideas in a structured way. In order to develop increasing confidence and competence in writing we:

- Break down complex writing tasks and help students to become fluent in the processes involved in writing
- Provide word-level, sentence-level and whole text-level instruction
- Explicitly teach students planning strategies for writing
- Help students to monitor and review their writing
- Combine writing instruction with reading in every subject

We should:

- expect high standard of presentation in most of students' finished writing
- provide WAGOLs of particular kinds of writing
- explicitly teach spelling by helping students to recognise familiar patterns and to self-quiz
 - look – say – cover – write – check;
 - making connections between words with the same visual spelling pattern;
 - exploring families of words.

The whole school literacy marking policy identifies the key aspects of writing that each department should address in their marking of students' work:

- // = Paragraphs
- Sp = Spelling error
- C = Capital letter
- ° = Punctuation error/needed
- ^ = A word is missing

5 WHOLE SCHOOL STRATEGIES FOR SUPPORTING LITERACY

Reading for Cultural Capital

- As part of the tutor time programme, students read once a week, looking at vocabulary in context, comprehension and summary skills.
- Departments use writing frames to support pupils in the writing process – PETAL and what, how, why. These should be adapted as students gain confidence with their writing skills.

Library

- Year 7 and 8 students have one library lesson every fortnight which encourages students to read for pleasure, and improve their reading age.
- The library is open to all students at break and lunch time to encourage students to continue reading, and take part in activities that will develop their speaking, listening and communication skills.

Reading Recovery

- Through Star (AR) and Salford reading tests low reading ages are identified and the lowest 20% participate in the Fresh Start Scheme.

- Year 7 and 8 students have access to the Accelerated Programme in the library.

6 CONTINUING PROFESSIONAL DEVELOPMENT

The school provides its own in-house CPD programme to enhance and update teachers', and non-teachers', knowledge and skills. The CPD programme aims to ensure that consistently high standards of teaching and learning are maintained. It also provides opportunities for staff to participate in a range of activities to support their needs and to build whole-school capacity. These CPD sessions include instructional coaching and quality first teaching, using Walkthrus principles.

7 MONITORING AND REVIEW

Ways to ensure that literacy across the curriculum is rigorously monitored on a regular basis include:

- Quality assurance
- Appraisal
- Staff/ student/ parent voice
- Reviews conducted by external agencies, including MAT Health Checks, CMO visits and Ofsted
- Book looks

N.B. This policy should be read and acted upon in conjunction with the other relevant school documents and policies:

- Feedback policy
- Teaching and Learning Policy
- Oracy policy