Ernest Bevin College Literacy Policy	

Strategic Aims
    • To raise the reading ages of students, and promote reading for pleasure
    • To assess literacy attainment for years 7 and 8, by tracking reading ages
    • To track student progress at all key stages and abilities
    • To involve all staff in literacy provision
    • To devise whole school strategies and systems for literacy development	

Responsibility: Assistant Principal	**Date Approved:** Autumn 2022
Approved by: Principal	**Review Date:** Autumn 2023
Monitored by: Assistant Principal	**Links to other Policies:** Assessment and Reporting Curriculum Special Educational Needs Policy Written Feedback/Marking Policy

Introduction

At Ernest Bevin College we want all students to leave school with the ability to communicate clearly, with precise use of punctuation and with a confidence in their ability to speak and write well in a variety of contexts. Additionally, vocabulary and reading age are the two most powerful predictors of GCSE achievement. The literacy skills which we develop are:

1. Speaking & Listening
2. Writing
3. Reading
4. Spelling, Punctuation & Grammar
5. Vocabulary

Tracking Student Progress

In years 7 and 8 students have their reading age assessed each term. Reading age, compared to chronological age, enables us to track and record student progress. Based on a student's reading age, interventions are planned, and the impact is tracked. A small number of students who are significantly below their chronological reading age have a 1:1 weekly reading session with a volunteer in school. These sessions are focused on improving their literacy skills and develop a love for reading.

For years 9-11 progress data is used to determine students who are not progressing in line with their key stage and ability. Staff will support these students to develop literacy skills within curriculum areas.

For SEN and EAL students reading ages are tracked to plan interventions and review student progress.

Literacy Lessons

In years 7 and 8 all students have a dedicated literacy lesson each week this hour is dedicated to the development of student literacy skills. Direct instruction is used in literacy lessons, which is an evidence based and effective strategy for raising student's reading ages.

Additionally, literacy lessons will develop reading for pleasure. Staff encourage students to read aloud and analyse texts. Staff have a consistent approach to encourage reading for pleasure.

Reading for Pleasure

To encourage reading for pleasure books are distributed and used by tutor groups. During form time students have focussed reading time once a week. Tutors may read to students or ask students to read aloud. This increases student discussion and exposure to reading books.

Literacy world events such as national poetry day, world book day and international literacy day are celebrated at EBC. Such events, raise the profile of literacy at the college and increase student exposure.

Students are encouraged to use the library. Sixth form students can use the library throughout the day for independent study. The library is open to all students during break, lunchtime and after school (until 4pm). Students are encouraged to use the library to take out books and for support with homework. Events will be held in the library such as book fairs, to encourage students to read for pleasure.

Wider School

All teachers value the importance of literacy and plan for the development of literacy skills in their lessons. Curriculum leaders work with their departments to deliver consistent approaches to develop confidence and skills in speaking, literacy, reading and writing. In all subject areas teachers aim to improve the literacy skills of pupils:

Speaking & Listening
- Appreciate talk as a valuable area of learning
- Effective use of teacher talk
- Effective questioning
- Use a variety of groupings – pairs, ability, friendship, and random groupings
- Model the language expected
- Teach functional skills explicitly how to use talk to construct arguments, comprehend texts and solve problems

Writing
- Offering students models for writing, in a range of forms
- Provide appropriate writing activities for all abilities
- Define the appropriate style for pieces of writing
- Demonstrate to students how to organise their writing
- Provide annotated examples of writing in the subject, so that students understand what is required e.g., using a visualiser in lesson to showcase a student's work
- Teach the essential writing ingredients for each subject
- Assess and mark work to build student confidence in writing
- Display useful phrases that help students to link and develop their ideas in writing e.g., connectives are listed in the back of student's books
- Encourage students to draft their writing
- Teach students how to spell subject vocabulary

Reading
- Present reading tasks at a suitable level
- Draw students' attention to structure, layout, form, print and other signposts
- Take students through a book they use often and show them how to find their way around it
- Develop strategies for reading alone e.g., how to skim or scan

- Promote reading for pleasure
- Establish expectations for students reading aloud and reading individually

Spelling, Punctuation & Grammar
- Mark student work consistently in line with the college policy to identify errors
- Clear expectations are given to student in relation to the accuracy and quality of language
- Different registers are explicitly taught or commented on, with clear guidance for their use e.g., use of formal language in a report or use of slang/dialect when recreating a dialogue
- Lessons are planned so that common errors and misconceptions are identified and can be clarified

Vocabulary
- Explicitly teach key words – their meaning, spelling, and different uses
- Find (and plan for) opportunities to discuss key words
- Link key words to similar words
- Use classroom displays to reinforce key words and refer to them during lessons
- Provide opportunities for students to hear, see and use key words in context

Reviewing the Literacy Programme
Reading ages will be used to review progress each term and the effectiveness of interventions. The literacy programme will be reviewed each year.