

CRAVEN PRS LITERACY POLICY

2021 -2022



Introduction

At Craven Pupil Referral Service, we accept the fundamental principle that Literacy is the key to improving learning and raising standards; it enables pupils to gain access to the subjects studied in schools, to read for information and pleasure, and to communicate effectively. Poor levels of literacy impact negatively on what pupils can do and how they see themselves.

The teaching of literacy is not the responsibility of the English Department alone; at Craven Pupil Referral Service, all teachers share responsibility for the teaching of literacy across the Curriculum and recognise their statutory responsibilities, as outlined in The National Curriculum. Crucially, we believe that literate pupils will ultimately emerge as confident and articulate communicators, fully prepared to enter the adult world, whether to continue their academic studies or to enter the world of work.

Policy Aims:

- To adopt a whole-school approach to literacy across the curriculum in keeping with the principles and practices established in the National Literacy Strategy. - To enable all pupils to reach their potential in the key literacy skills of reading, writing, speaking and listening. Additional provision will be made for pupils who speak a different language at school from the one they speak, at home, as detailed in the Special Educational Needs Policy.

- To support the development of literacy skills throughout the curriculum
- To raise staff awareness of key literacy strategies through working party discussions, INSET and the dissemination of good classroom practice.
- To encourage staff to take responsibility for the development of literacy in their subject areas through the inclusion of appropriate schemes of work and lesson planning.
- To support the development of literacy through the deployment of a range of resources in the school e.g. ERIC, Library, ICT suites etc.
- To identify specific roles and responsibilities within the school regarding the development of literacy work.
- To establish procedures for monitoring literacy across the curriculum.
- To create high standards of learning experiences for all children.
- For pupils to acquire skills, knowledge and understanding of a range of fiction and non-fiction genres, reading for understanding, development of vocabulary, grammar and spelling within writing and developing higher attainment in speaking and listening.
- To develop in pupils a sense of literary heritage and the importance of literacy in our society.
- For pupils to acquire and apply appropriately the skills and techniques, including writing for a specific purpose and audience, interpreting the written word, presenting ideas verbally and responding to those posed by others in an appropriate manner, and use IT to edit and present written work.
- For pupils to develop empathy for characters presented in fiction and for people represented on non-fiction texts, within a specific culture, historical period and society.
- To create an interest in the subject so that the pupils may become more motivated back in school.
- To break down psychological barriers to learning in English.
- To encourage thought, critical analysis and interpretation through analysis fiction and author's craft.

- To satisfy curiosity with understanding.
- To stimulate pupils' critical and creative thought by stretching imagination and creativity.
- **Strategies:**

Reading

1) Across the whole curriculum teachers will provide activities for pupils to:

- read and follow written instructions;
- read to explore and to develop understanding;
- learn how to sift, select and take notes from the text;
- learn how to access their textbook, including format and index;
- learn how to select from written material, reformulate, question and challenge what they read in textbooks, encyclopedias and newspapers or from ICT sources.

2) Teachers will provide reading material of high quality, which is up to date, relevant and balanced in its presentation of ethnicity, culture and gender and appropriate for age and ability of the pupils.

3) Opportunities should be created for teachers to refer to pupils' use of reading in assessments and reports for all curriculum areas.

Writing

1) Across the curriculum teachers will provide activities for pupils to:

- use writing to plan and organise;
- plan, draft, discuss and reflect on their writing, using ICT, where appropriate;
- write for a range of purposes and audiences;
- make notes in a variety of formats, e.g. brain storming

2) Teachers will set writing tasks that have clear and immediate purpose, are objective driven and which are appropriate for the age and ability of the pupils concerned.

3) Teachers will teach pupils how to structure their writing using a variety of sentence structures, paragraphs and a wide range of punctuation, including higher order punctuation e.g., semi-colons, colons and brackets.

4) Where pupils are asked to write in a particular genre, e.g., a newspaper report, teachers will ensure that pupils are familiar with the appropriate style and conventions.

5) Teachers will correct errors in grammar, punctuation and spelling in line with the school's assessment policy.

6) We will aim to:

- provide good models of particular kinds of writing;
- provide frameworks where appropriate;
- provide dictionaries and teach pupils how to use them;
- display Key Words in the classroom;
- teach subject specific vocabulary and spelling;
- encourage high standards of presentation.

Speaking and Listening

Across the whole curriculum teachers will provide activities for pupils to:

- listen and carry out instructions;
- explore and develop ideas with others, through their talk;
- ask questions as well as answer them;
- work collaboratively with others.

Roles and Responsibilities All staff:

- should ensure that they are familiar with the specific literacy demands of their subject and ensure sufficient coverage of these skills in their lesson planning;

- should be able to identify a pupil's literacy strengths and weaknesses and know how to build upon these to promote pupil progress;
- should report on a student's standard of literacy at the Parents' Evening, as appropriate;
- should be familiar with the KS3 English Framework objectives for Years 7, 8 and 9

In the English lesson teachers will:

- Share clear learning objectives with the pupils at the start of each lesson;
- Show a thorough understanding of the subject;
- Engage pupils in challenging activities using a range of resources;
- Maintain good pace and effective questioning;
- Use accurate and up-to-date subject vocabulary;
- Differentiate work by task, outcome or rate of progress to meet the needs of individual pupils;
- Deploy teaching assistants effectively in order support pupils of all ability levels;
- Use a range of teaching styles to incorporate direct teaching, a high proportion of whole group speaking and listening sessions, group/paired work, individual work;
- Use the National Curriculum Framework of objectives to aid planning. Monitoring, assessing, reporting and recording of achievement;
- Information from baseline assessment in Reading age, Spelling and National Curriculum level will inform planning in English;
- Diagnostic spelling testing will be used for all Key Stage 3 groups, to identify priorities and give excellent feedback to pupils;
- Diagnostic reading tests will be administered to those pupils for whom literacy presents many difficulties. These tests involve one-to-one sessions and analysis and will lead to an individual reading programme and learning plan being created;

- Achievement is monitored during a six-week, or 12 week placement by marking of work using APP, self-assessment, peer assessment and pupil-teacher discussion. Pupils will also set themselves and others targets to help them improve in different areas of work. A summative assessment at the end of the end of each half-term will show evidence of progression and suggest ways forward.

Learning Across the Curriculum: The examples below indicate specific ways in which the teaching of English can contribute to learning across the curriculum.

Promoting pupils' spiritual, moral, social and cultural development through:

- spiritual development, through writing and the discussion of issues raise within the reading of the texts set for study;
- Moral development, through helping pupils to consider the impact of their own and others' actions, their views and discussion of current issues and debates;
- Social development, through pupils working together to interpret texts, share reading and encourage listening to others and accept different points of view;
- Cultural development, through developing an awareness of historical changes in attitudes and beliefs represented in literature and other nonfiction texts including moving image.

Promoting key skills through English in the development of:

- communication, through learning to talk confidently about texts, participating in discussion and debate about contemporary issues, and presenting information and ideas about characters, plot, themes and ideas in a variety of forms;
- Application of number, through interpreting and reworking statistics presented in non-fiction material.

ICT:

- Through using the Internet selectively to find information about authors, characters and issues arising in texts and to draft work using spell check, online dictionary and thesaurus;
- Working with others, through group tasks and drama activities that require pupils to cooperate and work as a team, through discussion work within the classroom setting;
- Improving and learning performance, through setting targets as part of the marking of English work and review their achievements and identifying ways to improve their work;

- Problem solving, through untying figurative and non-literal use of language such as poetry and Shakespeare.

Promoting other aspects of the curriculum in:

- Thinking skills, though pupils engaging in the processes of analysing texts, helping pupils to evaluate information and reflect on their work;
- Work-related learning, through interpreting and processing the written word, appreciating differences and by working with the careers advisor on letter writing, phone call making and interview technique;
- Education for sustainable development, by developing pupils' knowledge and understanding of the concept of sustainable development and the skills to act upon this understanding, exploring values and attitudes about complex issues.

Throughout the teaching of English within Craven Pupil Referral Service, we aim to follow the principles for inclusion as stated in the National Curriculum. When formulating our schemes of work we will relate to these principles by:

- Setting Suitable Learning Challenges;
- Responding to Pupils' Diverse Learning Needs;
- Overcoming Potential Barriers to Learning and Assessment for Individuals and Groups of Pupils;
- Setting Suitable Learning Challenges In order to cater for the individual pupil, allowing them the chance to experience success in their learning and achieve the highest standards that they can, relevant knowledge, skills and information will be passed on in a way that suits the pupils' capabilities;
- For those pupils who have missed some schooling, the Programme of Study from an earlier Key Stage may be more suitable, allowing them to make progress and develop their knowledge, skills and understanding;

- Planning will always consider the individual needs and requirements for each pupil and, for those pupils who fall noticeably below the expected level, greater differentiation will be required. Similarly, a more challenging range of work will be set for pupils whose achievements significantly exceed the expected level.

Responding to Pupils' Diverse Learning Needs At all times; expectations within the department will be high:

- All experiences in English in Craven Pupil Referral Service will provide opportunities for pupils to achieve. Teachers will appreciate that pupils all have varied experiences of school and this is also taken into account when planning schemes of work.

The following actions are taken to further provide for the diversity of pupils' needs:

- The creation of an effective learning environment;
- Promoting their motivation and attentiveness;
- Teaching methods that consider equality of opportunity;
- Use of suitable assessment methods;
- Setting challenging targets to promote learning and progression.

Overcoming Potential Barriers to Learning and Assessment for Individuals and Groups of Pupils.

The English Department at Craven Pupil Referral Service will aim to provide suitable support for individuals and groups of pupils allowing them to fully engage in the programme of study and assessment activities. Appropriate teachers will also work alongside other legislative bodies that may also be supporting the pupil.

The following actions are taken to further provide access for learning for pupils by: -

- Helping pupils with their communication, language and literacy difficulties;
- Planning to enhance pupils' understanding by all available senses and experiences;
- Planning to engage all pupils' full participation in all learning activities;
- Helping pupils to manage their behavior, work successfully and safely;
- Helping pupils to deal with their emotions to enable them to continue to take part in learning activities.

LITERACY POLICY 2021 – 2022			
	NAME	SIGNATURE	DATE
HEAD TEACHER	A HAUGHEY		DECEMBER 2021
ON BEHALF OF MANAGEMENT COMMITTEE	R BELLFIELD		DECEMBER 2021
REVIEW	ANNUALLY		DECEMBER 2022