**Craven Pupil Referral Service**

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**Literacy Policy**

2023-24

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| **Approved by:** | | **Date: December 2023**  **Print: A. Haughey** |
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# 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 and the Single Equality documents.

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 ensure all staff have been trained to understand the importance of all stakeholders knowing and using Reciprocal Reading strategies to decode texts, exam questions and literacy challenges at all levels.

• 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. READ, Library, ICT suites etc.

• To identify specific roles and responsibilities within the school with regard to 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 o learn how to sift, select and take notes from the text o 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, encyclopaedias, 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

marking and 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.

• Explicitly focus on command language for examination and questions.

• Display and refer to Tier 2 and Tier 3 words in our lesson planning and resources (keywords)

• encourage high standards of presentation and challenge at an appropriate level for the student.

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 in order 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 KS3.

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 ATAs/HLTAs 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 GL baseline assessment in Reading age, Spelling and National

Curriculum level will inform planning in English.

• Spelling testing will be used for all Key Stage 3 groups, in order to identify priorities

and give excellent feedback to pupils.

• Diagnostic reading tests will be administered to all students. These tests involve

one-to-one sessions and analysis and will lead to an individual reading programme

and intervention learning plan being created.

Achievement is monitored during each six-week placement by marking of work

using:

• 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.

Reading:

• reading takes place in tutor period weekly and some pupils have additional 1:1 reading interventions

• Any improvement in reading and writing abilities will also be valuable across the whole curriculum and for GCSE and Functional Skill outcomes.

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 non-fiction 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.

• IXL interactive learning platform is available for students to practice and refine their

skills in English. This may be accessed from home, mobile devices and be viewed by

parent/carers. Certificates are awarded as students reach different levels.

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.

Inclusion and equal opportunities:

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 take into account 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 take into account 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 in order to allow them to fully engage in the programme

of study and assessment activities.

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 through the use of all available senses and

experiences.

• Planning to engage all pupils’ full participation in all learning activities.

• Helping pupils to manage their behaviour, work successfully and safely.

• Helping pupils to deal with their emotions to enable them to continue to take part in

learning activities.