



Ysgol Penglais School

Literacy policy

Signed: 

(Chair of Governors on behalf of the Governing Body)

Date: March 2022

**Date to be reviewed: March 2025
(by the Full Governing Body)**

<u>Section</u>	<u>Page Number</u>
National Agenda for Literacy	3
Penglais Literacy Rationale	3
Targets for Reading, Writing and Oracy	4-6
Literacy Focus Areas	7-9

Ysgol Penglais School: Whole School Literacy Policy

The National Agenda for Literacy

'Literacy is an essential life skill. To make sense of the world around them, young people need an understanding of written and spoken language, the ability to interpret what has been written or said, and to draw inferences from the evidence that surrounds them. It is also about being able to communicate – accurately, fluently and persuasively.'

(National Literacy Programme – Welsh Government – May 2012)

Whole-School Literacy Rationale

As a school we aim to develop and embed literacy across the curriculum to raise the standards of reading, writing and oracy for every learner within our school. We aim to support students in their acquisition of literacy skills through a broad and balanced whole-school approach. At Penglais, literacy development is a collective responsibility and shared goal; all staff should ensure skills are consistently addressed to improve standards and raise levels of attainment and fulfil their potential as confident and articulate communicators.

Language is the main medium we use for teaching, learning and developing thinking so it is at the heart of pedagogy. Not only is literacy essential for progress in the school environment, but also lays the foundations for lifelong learning; underpinning personal, inter-personal and team-working skills. The systematic and strategic co-ordination of literacy is integral to raising standards; this policy aims to document the main aims of literacy development across our school.

Targets for oracy, reading and writing

Oracy, reading and writing should be developed and refined through high-impact and robust pedagogical approaches across the curriculum. To ensure the raising of standards in literacy, Penglais is committed to the attainment of the following literacy targets:

Oracy

Oracy comprises of speaking, listening, collaboration and discussion.

All students:

- Value speaking and listening as essential means of communication and learning.
- Understand the rules and expectations governing speaking and listening across a range of contexts.
- Learn to listen and carry out instructions.
- Ask questions to probe and challenge.
- Explore and develop ideas with others, through paired and group discussion.
- Express ideas, feelings and opinions confidently and treat other students' ideas in a respectful manner.
- Are supported in speaking through appropriate scaffolding.
- Choose appropriate forms and registers to suit the purpose and audience.
- Take part in structured paired, group and individual activities in which speaking and listening are essential components.

Reading

Reading encompasses the location, selection and use of information through a variety of reading strategies and the ability to respond to what has been read through comprehension, response and analysis skills.

All students:

- Are supported to become fluent and confident readers.
- Are supported and taught secure reading strategies for coping with reading a range of texts.

- Read with understanding, exploring ideas through inference and deduction.
- Are aware of the language of reading – decoding, comprehension, location, deduction, inference, skimming, scanning, predicting, empathising, questioning - to support the reading process.
- Read and follow written instructions.
- Are encouraged to read for pleasure.
- Have access to a range of books and reading materials that are up-to-date, relevant and balanced in content.
- Are encouraged to be critical readers, questioning what they read in books and in the media.

Writing

Writing incorporates the ability to organise ideas and information through an understanding of meaning, purpose, readers, structure and form. It also involves the ability to write accurately through an understanding of the appropriate language, vocabulary, grammar, punctuation and spellings to use. It also refers to handwriting.

All students:

- Are provided with regular opportunities by all departments to produce extended pieces of writing.
- Use writing to plan, draft and re-draft. All learners should improve their written work through regular DIRT opportunities in class or as homework.
- Use legible and clear handwriting to support the presentation of work.
- Structure their writing appropriately by using sentences, paragraphs and headings effectively.
- Have ready access to dictionaries, thesauri and subject specific vocabulary lists and be encouraged to use them.
- Learn to write for a range of purposes and audiences.

- Are encouraged to control writing through use and application of effective punctuation including: capital letters, full stops, commas, exclamation marks, speech and question marks.
- Are provided with helpful models of writing.
- Learn to compose text using ICT, where appropriate.

Literacy Focus Areas

At Ysgol Penglais School we aim to promote literacy in the following ways:

1. Implementation of the whole-school literacy action plan

- The whole- school literacy action plan is a working document that aims to support faculty and whole-school foci and work towards the implementation of the new curriculum for Wales.
- The document has been produced to ensure the consistent approach and development of literacy across all curriculum subjects.
- The action plan outlines key focus areas for the development of reading, writing and oracy.

2. Development and refinement of high-impact and robust pedagogical approaches

- Bespoke support is provided to all faculties and subjects in Penglais.
- Leaders and teachers are supported in trialling and reviewing strategies that enable students to make excellent progress in oracy, reading and writing.
- Research-based CPD ensures good practice is shared and approaches are developed. All colleagues are encouraged to take part in professional dialogue.
- Research and case studies are completed internally by the literacy co-ordinator to investigate successful teaching and learning strategies. Findings shape and inspire pedagogical approaches across the curriculum.
- Faculty leaders and subject leaders are supported in the quality assurance of literacy approaches and tasks.

3. Reading for pleasure

- Promoting reading for pleasure is in its infancy in Penglais and is an important long-term goal.
- Reading for pleasure is promoted in KS3 form times with students in Y7 and 8 reading once a week.

- Class readers have been selected for KS3 and year 9 are currently undertaking a reading trial to boost vocabulary development; this will be reviewed in December 2021.
- The school library supports form time reading sessions, with the school librarian providing library inductions for all KS3 classes.

4. Whole-school assessment, marking and feedback

- Literacy development does not relate to grades or levels; it is based on the progression of skills over a Key Stage and this is reflected in the literacy assessment procedure.
- Whole- school marking codes are used to highlight errors in written work. These codes are located in the front of each learners' subject books.
- Literacy criteria appears on all key piece assessment sheets, according to the whole-school assessment requirements. Regular assessment of literacy is vital to inform decisions about learners' progress and needs.
- Oracy assessment criteria is utilised to allow teachers to accurately assess the learners' skill development.
- Self- assessment ladders have been developed to give learners an awareness of the skills for reading, writing and oracy.
- Written teacher feedback encourages learners to edit and improve their work. Regular dedicated improvement and reflection time (DIRT) is built into every scheme of work to encourage learners to reflect and develop their written work.

5. Use of student scores and intervention

- Frequent liaison with the ALNCO is essential for strategic literacy intervention.
- Support is given to the skills department to ensure the intervention provision is appropriate and impactful.
- The school librarian provides timetabled reading intervention to students with standardised scores of 85-95.

- The impact of intervention is reviewed regularly through student voice, book scrutiny and diagnostic literacy programmes and tests.

6. Staff support

- In addition to regular CPD opportunities, staff are encouraged to engage in regular professional dialogue to gain the correct knowledge, skills and tools to deliver and develop literacy effectively in lessons.