



Reading and Literacy Policy

Date written / last reviewed:	May 2022
Date reviewed in governors committee:	May 2022
Date adopted by governing body:	June 2022
Date of next review:	June 2025
Linked policies	Homework, Marking Policy, Assessment Policy

Rationale:-

Waldegrave school believes that literacy is central to our ambition to empower students. Supporting students to develop reading, writing and oracy skills enables students:-

- To read for pleasure and personal enjoyment
- To access learning across all subjects and improve achievement
- To develop effective and clear communication of ideas through oracy and writing
- To build a wide and varied vocabulary that supports knowledge building, retention and critical thinking.

We recognise that good literacy skills contribute to learning and poor literacy skills are a barrier to learning. We also recognise that the increased use of technology is both a challenge and an opportunity to improve reading and literacy skills e.g increased use of 'text speak', reliance on spell and grammar checkers, reduced dexterity and speed in handwriting, and the impact of increased time spent on phones reducing student motivation to read. In contrast, access to digital platforms can make reading more accessible to some learners and social media trends can ignite curiosity and interest for readers. Teachers should balance the opportunities for reading, writing and discussion away from digital platforms as well as using them to enhance learning in the classroom.

AIMS of the School Reading and Literacy Policy:-

1. To improve reading and literacy skills across all key stages and throughout the curriculum.
2. To ensure every subject area in the school has planned and sequenced how they will develop and improve reading and literacy in their subject to ensure excellent progress over time for all.
3. To assess all learners for reading age annually at KS3 and plan intervention and support for those who need it.
4. To use KS2 data to plan and target support for students with low prior attainment in literacy.
5. To plan and provide support for all learners in relation to their specific reading and literacy needs/starting points and thereby better ensure equal opportunities for all - including those students whose first language is not English/EAL.
6. To promote a culture of reading for pleasure through the tutor system, the school library, the celebration of book week, English lessons, and other school activities.
7. Continue to teach and reward excellent handwriting and presentation skills as an essential tool for good communication.
8. To encourage opportunities for oracy in lessons, especially to help build confidence before writing tasks

The Headteacher will:-

- Ensure that there is at least one named member of staff in school to oversee the CPD for literacy across the curriculum as part of their role, working in partnership with the Head of English and other key staff.
- Ensure that the school has reading and literacy goals as part of the school development plan.
- Consider the [Education Endowment Fund Report](#) into literacy in secondary schools and take forward points 1-7 through the school development plan and departmental development plans.

Leadership Team will:-

- Ensure all HODs and classroom teachers have access to baseline data on students including KS2 Literacy, CATS and reading tests to that departments can plan to support students who need focussed intervention or stretch and challenge
- Support and provide CPD and meeting time for the development of reading and literacy across the curriculum
- Monitor progress for students who have been identified as needing additional support in reading and literacy to ensure they are making good progress
- Communicate and actively support the whole school, departmental and pastoral focus on reading and literacy.

Heads of Department will:-

- Ensure that all schemes of work and resources are reviewed to support literacy across the teaching of their subject
- Provide targeted vocabulary including technical words and effective approaches to communicating, explaining and describing in their subject.
- Develop students ability to read complex academic texts that are age appropriate and through recommended wider reading for enjoyment.
- Break down complex writing tasks for students using strategies to support extended writing.
- Combine writing instructions with reading in topics taught
- Provide opportunities for structured talk that build confidence in using technical language accurately and improve expression.
- Ensure regular, consistent marking practices – all teachers to use an agreed marking codes system Appendix 2
- Plan and implement regular pupil self-evaluations and peer assessment in purple pen
- Ensure teachers make good use of reading assessment data to plan and teach
- Facilitate and support communication and discussions in curriculum teams that review progress of targeted students and include referral to the Inclusion Team for additional advice and guidance where needed.
- Facilitate opportunities for cross-faculty discussions and sharing of practices, expectations and outcomes at CLT in closing the vocabulary gap and promoting reading in lessons.
- Ensure Quality Assurance processes include reviewing the effectiveness of resources, teaching and learning that focuses on reading and literacy in your subject.

The Head of English and the Librarian will:-

- Provide opportunities to promote and celebrate reading for pleasure across the school
- Create a positive culture of reading for pleasure by choosing appropriate books and planning and stocking an attractive library focused on reading for pleasure.
- Celebrate book week and other national events each year to raise the profile of reading for pleasure.
- Support HOY and tutors to lead effective 'reading for pleasure' as part of a planned tutor programme.
- Contribute to a designing rewards system for reading for pleasure and handwriting and presentation

The Head of English and Inclusion will:-

- Implement baseline testing on reading and spelling
- Plan high-quality literacy interventions for struggling students
- Proactively plan to support students with the weakest levels of literacy, particularly in Year 7 and plan tiered support, which increases in intensity in line with need.
- Use assessment to match students to appropriate types of intervention, and to monitor the impact of interventions.
- Ensure assessment data is updated for teachers and recorded on SIMS
- Create a coordinated system of support- this is a significant challenge requiring both specialist input and whole-school leadership.
- Collaborate to provide a wide range of reading activities and approaches that will engage all learners including students with Dyslexia, EAL, or others barriers to reading.
- Consider how audible books, graphic books and group reading aloud can support enjoyment in reading for pleasure.
- Plan for parental engagement through the newsletter and or tracking/rewards system so that they too are supporting reading for pleasure in school.

The Head of Year will:-

- Provide a weekly opportunity for reading in tutor time
- Foster a positive attitude to reading for pleasure, encouraging tutors to use this time to read too.
- Celebrate reading for pleasure across the year group that they are responsible for

The Classroom/Tutor teacher will:-**In the classroom**

- Check students books and reward excellent presentation and handwriting at least once a term
- Ensure key words are shared with the correct lower case, for example, don't use capital letters in a glossary or list if the word is not a proper noun
- Ensure students are instructed how to keep good exercise books, folders and portfolios following the department policy
- Provide/create stimulating classroom and corridor displays which provide evidence of literacy in action
- Ensure consistency of policy and practice both within and between departments on matters such as reading, writing, spelling, handwriting and oracy activities
- Ensure resources used include specific reference to language and literacy opportunities built into schemes of work including both key words and structures for writing and speaking are available for learners.
- Share the marking policy with students and make time for DIRT corrections, presentation and editing.

In the tutor room:-

- Tutors will join in reading sessions to model and promote reading for pleasure
- Tutors will praise and reward students for active engagement in reading.
- Tutors will create a positive culture of reading in tutor time

At Waldegrave we focus on the following areas in literacy:-

1. Presentation and handwriting
2. Closing the vocabulary gap
3. Spelling and grammar
4. Reading and learning through text
5. Reading for pleasure
6. Learning through writing
7. Learning through talk

Appendix 1

1. Presentation and Handwriting

Students must have the correct equipment if they are to keep a tidy well presented book which they can use to record their learning and revise from.

- Students must write in a black or blue pen
- Students must use a purple pen for DIRT time
- They must use a ruler for any lines or underlining
- Students will need coloured pencils for most subjects
- Highlighter pens
- Glue stick and scissors for work sheets
- Students should complete extended writing tasks in cursive writing and teachers will reward students who do so.

2. Closing the vocabulary gap

Vocabulary knowledge is strongly related to reading comprehension skills, knowledge and understanding of a theme or topic. A student who can read a word but does not understand the meaning of the word in a text will not be able to understand the meaning of the text overall.

- Departments will identify the essential vocabulary that students need to know and teach it explicitly so that students can understand and access the taught curriculum
- Consider more than the technical language of a topic - so that teachers teach students how to use adjectives and verbs accurately and can structure answers orally and in writing to develop clear and fluent communication
- Provide opportunities to use AFL strategies to assess students use of vocabulary
- Identify the students who will need targeted support
- Where lists of keywords are used or a glossary provided they will be listed in the correct lower case unless they are proper nouns so that students learn the correct use of upper and lower case when learning keywords.

3. Spelling and grammar:

- Students with EAL and SEND will have strategies outlined that relate to spelling where appropriate
- When new vocabulary is shared teachers will also encourage students to learn the spelling of new words and offer strategies to do this
- Students should proof-read their work carefully before submitting it.
- Teachers will correct up to 5 spelling mistakes in a piece of work and identify where there is a mistake by writing **SP** in the margin (in line with the school marking policy)
- Students will use purple pen to practice up to 5 corrected words using the LOOK-SAY-COVER-WRITE-CHECK method when correcting spellings
- Students should be encouraged by form tutors and subject teachers to either carry a dictionary and use it regularly to check their spelling or use the subject glossary in their books.

4. Reading and Learning Through Text

The ability to read well is a vital skill for success in all subject areas as well as for future life, employment and enjoyment. Learners, parents and teachers share responsibility for ensuring that reading skills are developed.

- Teachers across all subjects should create opportunities in their subject for extended reading in the topics they are studying. Students can read up to 800 words in 7-8 minutes on average.
- Students at Waldegrave School will be actively encouraged by **all staff** to read in every lesson and for pleasure.
- The English Department provides reading lists with suggestions of recommended texts for students to read in tutor time and at home.
- Tutor time may be used for silent reading and students should always have a reading book with them in school.

- Subject teachers should aim to recommend fiction or poetry for learners to read to extend their understanding of a topic
- Students need to be taught active reading, research skills and ways to find relevant information. These include techniques such as: skimming, scanning, highlighting and note-taking.
- Book Week, organised by the Library and English department, provides an excellent opportunity for students to: meet writers, participate in workshops and competitions, review and recommend books.
- Students have several opportunities, whatever their ability, to participate in extra-curricular activities to encourage them to read, such as: Paired Reading and the Battle of the Books

5. Learning through Writing

The ability to write fluently and accurately in a range of styles and forms is a vital skill for success in all subject areas as well as for future life and employment. Learners, parents and teachers share responsibility for ensuring that writing skills are developed.

- Students should use a wide range of vocabulary accurately, including words that relate to key concepts in a subject: dictionaries, thesauruses and subject specific glossaries enable this
- Students should use punctuation correctly to mark sentences and make meaning clear to the reader. These skills will be taught across all subjects but specifically in English lessons: subject teachers should continue to reinforce this
- As with spelling, students should take responsibility to check their own punctuation before handing in work
- Students should be encouraged to structure and organise their writing in ways appropriate for purpose, supported (but not restrained) by using structures and strategies to develop depth in their writing such as PEEL, PEAL, PETAL, DEEL or FLAP, as directed by their subject teachers.

6. Oracy and learning through talk

Speaking and listening skills are important in developing literacy and learning. Research links oracy to improved writing and expression. By allowing students to talk together they develop vocabulary, opinion and thinking.

- Teachers should offer vocabulary on the board to elevate talk time
- Teachers should consider developing students' debating skills to help structure talk in the classroom and develop thinking or consider Socratic Circles to elevate talk time
- Teachers should be modelling and students should be using talk to clarify and present ideas
- Students should be encouraged to listen actively to understand

Appendix 2

LITERACY ACROSS THE CURRICULUM



When you receive written work back from your teacher you may see some of these marks in the margin. This is what they mean:

Margin code	Description	Purple pen actions
Spx3	Spelling mistake	Student writes correct spelling three times
P	Punctuation error – teacher circles error or missing punctuation	Student corrects punctuation inside the circle or rewrites word
C	Capital letter error – teacher circles incorrect letter	Student corrects the error clearly
//	You need to start a new paragraph	Student writes one sentence explaining why a new paragraph was needed.
Gr	You need to improve your grammar	Rewrite sentence / phrase with accurate grammar
^	Something missing / add a point	Student adds missing information
Pres	Presentation is not clear and ordered	Students correct and improve poorly presented work
HWr	Handwriting is not legible	Students use cursive handwriting for extended writing

For MFL, the following will also be used:

gr	Grammar
t	Tense
w/o	Word order
aux verb	Auxiliary verb (e.g in French j'ai mangé or je suis allée)
subj	Subject of verb (eg correct use of pronoun and verb)
ag	Agreement of adjectives
pp	Past participles
ve	Verb ending

Appendix 3

Key documents/research findings

[Closing the word gap Oxford Language Report](#)

[Education Endowment Foundation](#)

[Literacy Development Evidence EEF](#)

[NPQ Leading Literacy Framework](#)

[Ofsted Reading Framework](#)

[Reading for pleasure report](#)

[Voice 21](#)

[Book Trust Recommendations by Reading Age](#)

[Handwriting in the Secondary School – Summary Article](#)