

Grateley House School Curriculum Policy for Literacy

Literacy Curriculum Rationale

All teachers are teachers of literacy. Language is the prime medium through which students learn and express themselves across the curriculum, and therefore all staff have a role in supporting the development of effective literacy. As such, Grateley House School is committed to developing literacy skills in all of our students, in the belief that it will support their learning and raise standards across the curriculum. How well students speak, listen, read and write has a major influence on how well they do at school and in their futures.

'To the individual, reading matters emotionally, culturally and educationally; because of the economic impacts within society, it matters to everyone' – The reading framework July 2021

Grateley House School believes that students should:

- Be able to speak with confidence and clarity
- Have a suitable technical vocabulary with which they can articulate their response
- Have an interest in books and read for enjoyment
- Have an interest in words, their meanings and so develop a growing vocabulary in spoken and written forms
- Read and write with confidence, fluency and understanding
- Be able to write in a variety of styles and forms appropriate to the purpose and audience

We want to ensure that every student at Grateley House School is able to read fluently and has the ability to understand text, decode and extend their knowledge by being exposed to different reading materials.

The Literacy policy is designed to be inclusive and consider students' needs as outlined in their EHCPs. Where possible a range of enrichment activities will run alongside lessons in order to enhance individuals' interests, awareness and understanding of the wider world. These activities will be related to the texts and topics being studied at the time. They may include: theatre trips, library trips, events related to fundraising and writing challenges.

Literacy Curriculum Intentions & Implementations

Reading Intent

Students will:

- be successful readers and read with confidence, fluency and understanding
- be engaged in regular reading through the DEAR programme
- be able to use a range of strategies to help understand the meaning of texts
- be interested in books, read with enjoyment and evaluate and justify their preferences
- develop their skills of researching and using information gained from relevant texts

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Implementation of Reading

Drop Everything and Read (DEAR)

- Students will take part in DEAR time 3 times per week, during tutor sessions: designed to promote a love of reading, as well as provide regular opportunity to read
- Students have access to a range of reading materials, and are encouraged to read everything and anything, from recipes to newspapers

Promotion of Reading

- Literacy award awarded to a student every week during celebration assembly
- 'What Am I Reading' Posters signposted across the school, promoting what staff are reading, and encouraging conversations with students
- Celebrate national events such as World Book Day
- Themed assemblies surrounding key topics such as 'The Importance of Reading'
- Staff will model good reading behaviour by reading themselves during DEAR when not listening to students

The Library

- The school has a dedicated library in which students can go and read a range of books
- Students have access to fiction and non-fiction books, at different abilities to suit their reading abilities
- The range of books is designed to appeal and expand students' interests
- The library is open for students at break and lunch times, and forms an option for personal development afternoon

Reading Assessment

- Students' reading ages will be gained during the school's reading assessment package. These will be used to identify where students may need support with their reading
- Students' reading ages will be measured twice a year to determine progress in reading
- Assessment within the subject of English is broken down into reading and writing and this allows staff to have a detailed knowledge of students' ability to read, comprehend and infer texts
- Where student reading ages are identified to be significantly low, they will be encouraged to complete a phonics screening test to assess their phonological ability and assess if further support is required

Reading in the Curriculum

- Reading is an integral part of the curriculum and underpins all learning
- In all subjects, teachers consciously plan opportunities for reading within every scheme of learning. This is to ensure that students read regularly in lessons and have opportunities for functional reading; this prepares students for adulthood and independence
- Students of all ages have 5 lesson of English a week, whereby reading is a core focus

Additional Reading Support

- Where students have a reading age below their chronological age, they are supported with extra opportunities to read during tutor time to an adult
- Teachers and teaching assistants will encourage students to read aloud, so that they can check their progress and support misconceptions

Dyslexia Support

- Students who have a diagnosis of dyslexia, will, as identified, receive intervention over and above their English lessons with a specialist teacher

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Speaking and listening Intent

Students will be able to:

- talk confidently and coherently in different situations and addressing different audiences
- show confident use of standard English in formal situations
- show an interest in words and their meanings
- extend their vocabulary through reading a range of texts and through the use of thesauri to support their writing

Implementation of Speaking and Listening

- Students will have the opportunity to take part in discussions, listening carefully, talking clearly and using appropriate and specialist vocabulary through a variety of subjects
- Students will be provided with opportunities to take part in public speaking. For example, performing Christmas readings during the school's festivities
- Teachers and teaching assistants will role model Standard English to a high standard
- Teachers will discuss key vocabulary with students and clarify misconceptions about meaning and inference
- Students will have experience of applying speaking and listening skills in a range of contexts in preparation for adulthood. For example, interaction and communicating with members of the public during work experience

Writing Intent

Students will be able to:

- Write with confidence, fluency and understanding
- Have fluent, accurate and legible handwriting
- Develop ideas in order to produce extended writing
- Use teacher feedback to improve their work

Implementation of Writing

- Writing is a fundamental aspect of the curriculum and is performed in the majority of lessons
- In all subjects, teachers consciously plan opportunities for writing within every scheme of learning. This is to ensure that students write regularly in lessons and have opportunities for functional writing; this prepares students for adulthood and independence
- Students will have access to laptops to support writing independently. This may become their normal way of working and be reflected within access arrangements
- Key vocabulary will be identified in each lesson. Students will have opportunities to write, spell, speak and read key vocabulary and subject terminology

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Literacy Personal Development (SMSC and British Values)

Personal Development intentions are to ensure that all students:

- are provided with a curriculum that offers opportunity to be exposed to a variety of beliefs and principles in which clear ground rules are set in line with the core values of the school including fundamental British Values
- reflect upon their own beliefs and values and respect those of others
- are supported to consider and regard the equal opportunity for all and show respect and tolerance of differing religions and beliefs of others
- have British Values embedded within the curriculum to prepare them for life in modern Britain when they depart from the school
- have awareness of career options and will feel confident in identifying and recognizing how the curriculum may lead to these careers
- enrich their learning through Personal Development afternoons as well as extra-curricular activities on offer throughout the school waking day curriculum

Through Literacy, personal development will be implemented by:

Choice and availability of text

- The students will have exposure to a wealth of beliefs, principles and content that promotes personal development as well as, family values, gender, power and manipulation and incorporating mental health and current affairs
- The students can build and extend their knowledge, respect and tolerance and prepare for life in modern Britain, embracing the world as rounded, respectful members of society. The fictional aspect of these texts allow students to experience these values in contexts they may not have experienced thus providing opportunity to advance their knowledge of these values and circumstances

Current affairs

- This provides opportunity to experience the beliefs and social constructs of communities and cultures within the wider setting of Britain. British values are embedded through the content of the resources referenced

Careers advice and guidance

- The library will stock resources that provide opportunities to reference and cite overt career pathways relating to the subject however students can apply their skills to all aspects of their whole school experience, in turn leading to further development in lifelong learning opportunities
- Awareness of the transferrable skills learnt will be taught and the application of these valuable skills to all careers will be emphasized

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Literacy Safeguarding Statement

Safety and safeguarding is the core theme throughout the student's life at Grateley House School. Through the safeguarding culture at school we aim to help prepare the students for adult life or the next stage of their educational life. At all times we aim to foster resilience alongside a calm environment.

In order to safeguard students against inappropriate or harmful reading materials we are committed to ensuring they have suitable, balanced and carefully purchased reading resources. Reading materials will be closely monitored and any concerns about students' resources will be either removed or reviewed.

School leaders ensure that reading material does not promote any partisan political view during their conduct or teaching. If they hear the promotion of a partisan political view they present an opposing and balanced view. If a staff member feels that students are at risk of being radicalised, they must report to the Designated Safeguarding Lead and raise a cause for concern form.

Literacy Leadership – Roles and Responsibilities

Senior Leaders

- Lead and give a high profile to literacy ensuring departmental contributions to the development of literacy are regularly discussed in line management meetings and are a focus of the QA process

English Department

- Provide students with core knowledge, skills and understanding they need to read, write and speak and listen effectively and share basic approaches with all staff being supportive models of good literacy teaching. The English subject leader will have oversight of reading at Grateley

Teachers across the curriculum

- Contribute to student's development of language, since speaking, listening, reading and writing are integral to all lessons. All staff strive to emphasise to students the importance of literacy in the wider world beyond school

Teaching Assistants

- Support Students in their development of reading and improve access to the curriculum. Model a range of strategies to improve levels of literacy

Parents

- Encourage their children to read regularly and use the range of strategies they have learnt to improve their levels of literacy

Students

- Take responsibility for recognising their own literacy needs and making improvements. They will respect resources made available to them

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