



Broughton Hall Catholic High School

READING AND LITERACY POLICY

AIMS AND OBJECTIVES

At Broughton Hall Catholic High School, we recognise that the development of literacy and reading is an entitlement for all pupils and the responsibility of the whole school community. Broughton Hall Catholic High School will provide pupils with every opportunity to develop their literacy skills.

AIMS OF THE POLICY:

- to recognise that all teachers are facilitators of literacy and reading through their subject
- to raise individual literacy attainment and reading age at every level of ability
- to ensure that all pupils have the opportunity to become effective readers, writers and communicators.

OBJECTIVES:

- to involve all staff in the assessment and implementation of literacy and reading
- to provide all staff with strategies to encourage literacy development and encourage reading development
- to support staff with embedding literacy and reading in lessons and schemes of work

ORGANISATION

- The Reading & Language lead along with SMT will lead and support Literacy development and Reading by: regular, termly, audits of current literacy and reading procedures and practices
- planning, organising and leading staff training
- collation of information and data related to literacy and reading
- liaising with departments on their specific literacy and reading needs and providing guidance

IMPLEMENTING THE POLICY

- Each curriculum area will seek to promote the links between reading, writing, speaking and listening within their own subject area. In all subjects, teachers will ensure pupils are provided with opportunities to improve their literacy development by:

(in reading)

- encourage reading for pleasure whenever possible by introducing students to a range of genres of texts
- identifying and modelling different reading strategies, which are suitable for their subject area (ruler reading, paired reading, skimming, scanning, detailed reading)
- provide students with challenging texts to stretch students reading abilities
- encouraging pupils to de-code specialised vocabulary, through the etymology and morphology of words
- drawing pupils' attention to the structure and layout of a text
- drawing pupils' attention to the purpose of a text (inform, advise, persuade, imagine)

(in writing)

- providing pupils with modelled and annotated examples of writing, so that pupils know what is required of them.
- defining the appropriate style for pieces of writing

Reviewed: September 2021

Next Review: July 2022

- displaying connectives to help pupils link and develop their ideas
- teaching pupils to spell subject specific vocabulary, through subject spelling and key word lists
- lists and spelling strategies, including Look-Say-Cover-Write-Check
- highlighting errors when they occur and give time to correct these errors through live marking
- marking work according to the school's Literacy Marking Policy which is displayed in each room and also in pupil's workbooks
- ensuring pupils respond to marking via the use of feedback sheets to highlight spelling and grammatical errors in students work and allow students the opportunity to correct errors
- ensuring students plan, draft, discuss and reflect on their writing
- encouraging pupils to re-draft their work
- ensuring students appreciate the differences between standard English and nonstandard forms of the language

(in speaking and listening)

- ensuring students appreciate the differences between Standard English and nonstandard dialect forms and modelling correct speech in lessons for pupils
- providing students with structure for speaking
- developing ideas through group and pair work and whole class discussions ensuring seating plans are in place to ensure effectiveness
- developing ideas through drama and role-play
- encouraging students to engage in purposeful talk, both formally and informally
- encouraging students to talk using subject specific terminology
- provide opportunities for students to give presentations to a wider audience
- use of questioning to challenge student's language/ tone/ phrases in a learning environment

Each subject area will be expected to:

- nominate a link teacher who will feedback to the department on new developments and discuss concerns/needs that arise
- identify how they are meeting the school's literacy policy through their departmental policy
- ensure that all schemes of work refer to literacy and reading development
- provide a range of practical strategies, specific to their curriculum area, to encourage literacy development such as writing frames, key terminology, and modelling features of text type
- display key terminology as appropriate

Within Tutor time, tutors will:

- demonstrate their belief in the importance of reading for pleasure and model good reading habits
- encourage students to read for pleasure on a regular basis
- share recommendations of interesting and appropriate literature
- promote the use of good oracy through the use of structured discussion

Timeline of implementation:

- Monitoring and auditing literacy and reading across the curriculum will be done through lesson observations, learning walks, book monitoring, auditing schemes of work, staff voice, pupil voice, literacy assessment on-line, data collection from GL assessments and Bedrock Learning, and collecting data from the SPAG component in GCSEs which is assessed separately in some GCSEs including English, RE, History and Geography.

G Cunliffe

Reading & Language Lead

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