

The Old Priory School

Reading/Literacy Policy

The Old Priory's curriculum is underpinned by developing students' abilities to speak, listen, read and write for a wide range of purposes, including using language to learn, communicate, think, explore and organise. Helping students to express themselves clearly, through development of vocabulary, both orally and in writing, enhances and enriches teaching and learning in all subjects and prepares the student for life after school. We believe that reading, and particularly reading for pleasure, has a direct impact on cognitive and social communicative development. Our aim is to develop each student's potential to the point where they are reading at, or above, their chronological age.

Aims

- Support students' learning in all subjects by supporting teachers to be clear about the ways in which their work with students contributes to the development of students' literacy skills.
- Increase students' standards of achievement in literacy and across the curriculum.
- Promote awareness of the students' progress in literacy across the curriculum, and the identification of any areas of strength and weakness.
- Raise students' own expectations of achievement, thus raising standards and aspirations.
- Recognise that language and the ability to communicate effectively is central to students' sense of identity, belonging and growth.
- Develop students' confidence and ability to express themselves.
- Support the staff team to implement effective literacy development and wider achievement across the school.

Key requirements of implementation:

Reading - reading helps pupils to learn from sources beyond their immediate experience and inspires them to acquire knowledge.

- To create an environment where reading is promoted across the school.
- To provide time in school every week for all students to read.
- To support reading through a range of varied and appropriately differentiated reading resources.
- To promote and support reading in non-school hours.
- To make use of the assessment process in order to identify weakness and strength, which in turn is used to inform planning and intervention.



Writing - writing helps pupils to order their thoughts and evidence their understanding.

- To provide students with a range of challenging writing tasks.
- To support writing with frames or scaffolds where appropriate, and use modelling, within subjects.
- To ensure grammar, spelling and handwriting are supported in all subjects.
- To promote and support writing in non-school hours.

Speaking and Listening - language helps pupils to prepare, reflect, revise and evaluate the tasks they undertake, and on the things, others have said, written or done.

- To raise awareness of the importance of speaking and listening across the school.
- To encourage to the use of speaking and listening tasks in all subjects.
- To support all departments and subjects in embedding speaking and listening within their area.

Promoting Literacy at The Old Priory School

Staff in all curriculum areas to ensure that student literacy skills are developed in order to improve standards and raise levels of attainment.

Responsibilities

- Teachers across the curriculum will take every opportunity to provide students with the knowledge, skills and understanding they need to read, write, speak and listen effectively.
- Learning Support Assistants will provide additional scaffolding for students with identified literacy weaknesses.
- Parent/carers should encourage students to develop their literacy skills through encouraging reading for pleasure at home.
- Students will be encouraged to take increasing responsibility for recognising their own literacy needs and making improvements.

Speaking and Listening

All staff will:

- Lead by example, ensuring Standard English is used at all times and encourage it in response.
- Challenge students when slang or inappropriate colloquialisms are used.
- Encourage the correct use of English in the classroom environment.
- Encourage students to correct their own speech when errors are identified.
- Create opportunities for speaking in a range of contexts and forms.



Writing

All staff will:

- Model high standards of presentation. All work to be presented with date and title.
- Model all pieces of writing – never assume that the student will know what structure or tone to employ. Use writing frames etc. to aid extended writing for those who need them.
- Promote punctuation, spelling and grammar within any writing task.
- Take every opportunity to expand vocabulary and range of expression. Be explicit about what vocabulary or key words you expect to find in any given piece of writing.
- Try to get students to use full sentences within writing tasks.
- Focus on one or two aspects per opportunity e.g. are all key words spelled correctly?

Reading

All staff will:

- Provide opportunities for reading as a class, in groups and individually.
- Encourage reading aloud if appropriate to task.
- Encourage further reading around the subject.
- Set reading and research tasks as part of class work and/or homework focused on books/newspapers/online articles etc.
- Develop skimming and scanning skills in lessons.
- Develop students' ability to locate and retrieve information; to select and interpret information; to collate supporting details within a text; to collate material from a variety of texts, including different types of text.
- Take every opportunity to promote the enjoyment of reading.

