

RATIONALE

At Northern House School (Wokingham), we accept the fundamental principle that literacy is the key to improving learning and raising standards. Literacy underpins the school curriculum by developing pupils' ability to speak, listen, read and write for a range of purposes, using language to learn and communicate, to think, explore and organise. Helping pupils to express themselves clearly, orally and in writing, enhances and enriches teaching and learning in all subjects. The team at Northern House School (Wokingham), teachers, support staff and residential staff have a crucial role to play in supporting pupils' literacy development.

Many pupils who are admitted to Northern House School (Wokingham) have experienced continuing failure to attain and develop the basic skills of literacy. Poor levels of literacy impact negatively on pupil confidence and self-esteem. We aim to develop our pupils' ability to express themselves clearly both orally and in writing so they become confident and articulate communicators.

AIMS OF THE POLICY

To raise pupils' own expectations of achievement and develop their confidence and self-expression.

To enable all pupils to reach their potential in the key literacy skills of reading, writing, speaking and listening.

To promote knowledge and understanding of the pupils' standards of achievement and assessment in reading, writing and speaking and listening and the identification of any areas of strength and weakness.

To adopt a whole school approach to literacy across the curriculum in keeping with the principles and practices established in the Literacy and Numeracy Framework.

To raise staff awareness of key literacy strategies through INSET and the dissemination of good classroom practice.

To encourage staff to take responsibility for the development of literacy in their subject areas through the inclusion of appropriate schemes of work and lesson planning.

To support the development of literacy using a range of resources in the school including ICT.

To identify specific roles and responsibilities within the school with regard to the development of literacy.



AIMS OF READING

We aim to develop the reading skills of all our pupils so that they are able to:

Read fluently, accurately and with understanding.

Become independent and critical readers and make informed and appropriate choices.

Select information from a wide range of sources and texts including print, media and ICT and to evaluate those sources.

Apply techniques such as skimming, scanning and text marking effectively.

AIMS OF WRITING

We aim to develop our pupils' confidence and competence in writing so they are able to:

Write in a widening variety of forms for different purposes, e.g. to interpret, evaluate, explain, analyse and explore.

Use, organise and structure sentences grammatically and whole texts coherently.

Present their writing clearly using accurate punctuation, correct spelling and legible writing

AIMS OF SPEAKING AND LISTENING

We aim to develop our pupils' confidence and competence in speaking and listening so they are able to:

Clarify and express their ideas and explain their thinking.

Adapt their speech to a widening range of circumstances including paired and small group discussions and speaking to a larger audience.

Use varied and specialised vocabulary.

Speak for a range of purposes e.g. to narrate, to analyse, to explain, to reflect and

evaluate. Listen with understanding and respond sensitively and appropriately.

STRATEGIES - READING

Across the curriculum teachers will provide activities to:

- engage pupils in wider reading and reading for pleasure
- support struggling readers
- read and follow written instructions
- read to explore and develop understanding
- learn how to extract information from a text and take notes

Teachers will provide reading material of high quality, which is up to date, relevant and appropriate for the age and ability of the pupils. They will encourage pupils to participate and engage with the Accelerated Reader Programme

WRITING

Across the curriculum teachers will provide activities to:

- support struggling writers
- plan purposeful writing opportunities to develop pupils' skills
- use writing to plan and organise
- plan, draft, discuss and reflect on their writing using ICT where appropriate
- write for a range of purposes and audiences
- make notes in a variety of formats, e.g. brainstorming

Teachers will set writing tasks that are objective driven and which are appropriate for the ages and ability of the pupils concerned.

Teachers will teach pupils how to structure their writing using a variety of sentence structures, paragraphs and punctuation.

Where pupils are expected to write in a particular genre e.g. a newspaper report, teachers will ensure that pupils are familiar with the appropriate style and conventions.

SPEAKING AND LISTENING

Across the curriculum teachers will provide activities for pupils to:

- listen and carry out instructions
- explore and develop ideas with others through talk.
- ask questions as well as answer them
- work collaboratively with others

Teachers will:

- provide good models for particular kinds of writing
- provide frameworks where appropriate
- provide dictionaries and teach pupils how to use them
- display key words in classrooms

- teach subject specific vocabulary and spelling
- encourage high standards of presentation

LITERACY SUPPORT

Timetabled literacy support lessons and timetabled small group literacy lessons for those pupils who require additional support will be provided for all pupils to develop their basic skills. Differentiated, planned support tailored to pupil's individual needs will also be provided. This will include:

- the provision of individual learning plans for all pupils, which contain annual long term targets and short term targets. These targets will be monitored with pupils every lesson and reviewed each half term. Learning plans will identify a variety of resources appropriate to pupils' age and abilities. Staff will tailor individual lessons that will address the immediate needs of the pupils
- baseline assessments of pupils' reading, comprehension and spelling ages on entry and annually and make available to all staff
- offering a varied literacy support programme using whole books, phonics, sight word resources and ICT resources
- development and practice of reading skills
- development and practice of spelling skills
- development and practice of inferential comprehension and thinking skills
- development and practice of sentence structure and writing skills

ROLES AND RESPONSIBILITIES OF ALL STAFF

SENIOR LEADERS: lead and give a high profile to literacy.

LITERACY LEAD: should support subject teachers in the implementation of the school's Literacy Policy and encourage staff to learn from each other's practice by sharing ideas.

TEACHERS ACROSS THE CURRICULUM: all teachers are teachers of literacy and should contribute to pupils' development of literacy. As reading, writing, speaking and listening are to varying degrees, integral to all subjects, teachers should ensure that they have a good understanding of the specific literacy demands of their subject and ensure sufficient coverage of these skills in lesson planning.

ALL STAFF: should be able to identify pupils' literacy strengths and weaknesses and know how to build on these to promote pupil progress.



MONITORING AND EVALUATION

Monitoring and evaluation will take place through the following mechanisms:

- monitoring **departments'** implementation of the Literacy Policy
- analysing data focussing on progress by individual pupils
- discussion with the Literacy Governor

OTHER RELEVANT POLICIES:

This policy should be read in conjunction with the schools' Teaching and Learning Policy, Inclusion Policy, Special Educational Needs Policy, Assessment Policy, Marking and Feedback Policy and Equal Opportunities Policy.