



# Horizon Community College Literacy Policy

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# Literacy Policy

## C O N T E N T S

**Section 1 Definition and Aim of the Policy 4**

**Section 2 Objectives 4**

**Section 3 Principles of the Policy 4**

**Section 4 Key Roles and Responsibilities 5**

**Section 5 Whole School Strategies for Supporting Literacy 6**

**Section 6 Students with Particular Literacy Needs 7**

## Section 1 Definition and Aim of the Policy

The term literacy includes all three components of language: oracy, reading and writing. All three of these are underpinned by deliberate vocabulary development.

### Definition of Literacy

To be literate is to be able to speak, listen, read and write at a necessary level to succeed in education, at work and in the wider world.

### Aim of the Literacy Policy

The aim of the literacy policy is to ensure that, as a school, we support the literacy development of all students. This means that staff consider the disciplinary literacy of their subject and so develop oracy, reading and writing skills as part of their subject's curriculum, in order to maximise the potential of each student. The policy also supports students' development of a love of reading, including our weakest readers.

## Section 2 Objectives

1. To ensure that all students have access to high quality literacy development within their lessons
2. To enable students to see reading as a means of enhancing their knowledge and cultural capital
3. Foster a love of reading for pleasure in our students
4. To assess reading ages of all students
5. To involve staff in the development of literacy within their subjects
6. To embed whole school strategies and systems for literacy development.

## Section 3 Principles of the Policy

1. Literacy is integral to the process of learning: pupils require the skills of language in order to cope with the cognitive demands of all subjects.
2. All elements of the literacy policy should be reflected across the curriculum.

3. All staff must share responsibility for developing literacy skills and must work together to create a literacy environment which motivates and supports all pupils in order to raise their expectations of achievement, thus raising standards within the Academy.

## Section 4 Key Roles and Responsibilities

**Senior Leaders:** The Senior Leadership Team will take an active role in supporting the overall initiative.

**Heads / Assistant Heads of School:** Heads and Assistant Heads of School will take an active role in working with the Leader of the Literacy and Reading Strategy to select, monitor and evaluate students for intervention.

**Subject Leaders:** Subject Leaders have the crucial role of leading and supporting activities within their teams to ensure that disciplinary literacy underpins their curriculum.

**Literacy Leads:** Each department/faculty has a literacy lead. Their responsibility is to work alongside the Leader of the Literacy and Reading Strategy and Subject Leaders to ensure disciplinary literacy underpins their curriculum. In some cases, literacy leads may be subject leaders.

**Teaching Staff:** All staff have a responsibility to plan and teach lessons which make good use of opportunities to develop pupils' literacy skills.

**Intervention Staff:** Staff delivering intervention have a responsibility to ensure that they know the literacy needs of their students and are able to support these students to make rapid progress in literacy.

**Library Staff:** Library staff have a responsibility to promote reading (for pleasure and for study) and provide opportunities and a space for students to do this.

**Tutors:** Tutors are responsible for developing reading, writing and oracy skills of students.

**All Staff:** All staff (teaching and non-teaching) have a responsibility to ensure that their literacy is of a high standard and that they work together to foster a love of reading for pleasure in our students.

**Peer Readers/Reading Mentors:** Peer readers/reading mentors are responsible for reading with students in KS3., as part of the form period programme.

## Section 5 Whole School Strategies for Supporting Literacy

### **Quick Wins**

This is a bank of strategies used and adapted in all subjects to support reading across the curriculum and raise the expectations we have of all students. This includes strategies to support oracy, deliberate vocabulary development and reading fluency. Where appropriate, subjects make use of lengthy texts to support the development of reading, using these strategies.

### **Reading Non-Negotiables**

This is a bank of expectations to support staff in ensuring high expectations of reading across the curriculum. This also offers strategies to support readers of differing abilities.

### **Oracy**

As well as being one of our quick win strategies, oracy is also developed through our whole school CPD program. This supports strategies to be used and adapted in all subjects to promote oracy and raise the expectations we have of all students.

In form time, Votes for Schools activities are used to promote oracy by giving students time to discuss using talk stems / structured talk activities.

### **Consistent Marking Codes**

Consistent marking codes for SPaG are available for use during marking and reflection.

### **Focus Periods**

There are designated days / weeks to celebrate and promote literacy across the school year. These happen half termly and, where possible, in line with national events such as 'National Poetry Day' and 'World Book Day'.

### **Sparx Reader**

This is an online platform designed to develop student's reading and is the KS3 home learning strategy in English. All students are on a personalised journey and are expected to achieve a minimum of 300 points per week. Parents have access to their child's personalised reading journey outlining the books they are reading.

### **Whole College CPD**

Whole college CPD provides staff with up to date information with regards to literacy and offers strategies that departments can use to develop disciplinary literacy within their curriculum.

## **ECT CPD**

ETC professional development provides staff who are early in their career with the foundations of literacy. It covers the importance of literacy within our setting and time to plan strategies into their practice.

## **Extra-curricular opportunities**

Enrichment opportunities are designed to engage students in reading, writing and oracy. They are run by staff across college. For example, quiet reading and newspaper club.

## **The Library**

The library at Horizon is a space where students can read for pleasure and study. It is open before school, over lunch time and after school for students to use. The library and resources within it can also be booked out to use during lesson time.

## **Section 6 Students with Particular Literacy Needs**

Whilst all pupils benefit from a consistent, coherent and comprehensive approach to literacy, some groups of pupils will require specific attention and targeted support. These might include higher ability students, those with specific learning difficulties and EAL pupils.

Pupils' needs can be assessed by analysing their performance in the following:

- KS2 results
- New Group Reading Test (NGRT)
- Speech and Language Screener
- Reading Plus Fluency Screener

Pupils requiring specific support with reading will embark upon literacy intervention following one of our four pathways:

- Speech and Language Therapy (SALT) – This is taught using an online SALT program in conjunction with the SEN Department.
- Phonics – This is taught using Read Write Inc Freshstart
- Fluency – This is taught using an online program called Reading Plus

- Comprehension – This is taught using highly skilled staff, who plan bespoke lessons based on their knowledge of the students they are intervening with.

In addition, we run a peer reading programme where students in KS3 read with students in KS4. This program is aimed at, but not exclusive to, struggling readers.