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HONLEY HIGH SCHOOL LITERACY POLICY

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Last reviewed by:	Miss S Hansom, Assistant Headteacher	March 2022
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1. Introduction

- 1.1 At Honley High School all students have access to a broad and balanced, knowledge-rich curriculum, that goes beyond the demands of the National Curriculum. This policy reflects our commitment to providing opportunities for all students to develop a high level of literacy so they can be successful in accessing the curriculum and beyond, including in adult life
- 1.2 We value supporting teachers in every subject to teach students how to read, write and communicate effectively in their subjects.

2. Purpose and Scope

- 2.1 This policy applies to the whole school community including the Senior Leadership Team (SLT), governing body and all staff employed directly or indirectly by the school.
- 2.2 The aim of this policy is to clearly identify the school's commitment to literacy and to set out clear roles and responsibilities in relation to both demonstrating and teaching high levels of literacy
- 2.3 Non-compliance with this policy may lead to disciplinary action.

3. Aims

3.1 To ensure that:

- The curriculum develops students' fluency, confidence and enjoyment in reading
- Disciplinary literacy is understood by teachers and actively developed within subjects
- Disciplinary literacy is aligned with curriculum development and delivery
- Teachers are able to identify effective reading, writing and talk in their subject
- Teachers' own language consistently models high quality speaking, listening, writing and reading
- Teachers ensure that students' language is developed by the explicit teaching of tier 2 and 3 vocabulary
- Students' reading skills, attitude towards reading and reading confidence is developed
- Effective strategies for increasing student motivation to write are identified and implemented
- Effective phonics, reading and literacy programmes are embedded across the school

4. Roles and Responsibilities

4.1 The Headteacher

The Headteacher is responsible for ensuring that this policy is adhered to, and that:

- All elements of the curriculum have aims and objectives which reflect the aims of this policy

- Proper provision is in place for students with different abilities and needs, including children with SEND

4.2 The Assistant Headteacher with oversight for whole school literacy will:

- Oversee the implementation of whole school literacy interventions and training
- Liaise with the SENDCO regarding specialist literacy interventions

4.3 All school staff will:

Ensure that the school curriculum is implemented in accordance with the aims outlined in this policy.

5. Honley High School Literacy Strategy

5.1 *Every teacher is a teacher of literacy and every student is a reader.*

5.1.1 Overview:

We see literacy as one of the golden threads that runs between subjects and our curriculum offer. In addition to unlocking the curriculum, the literacy strategy seeks to readdress the social and economic disadvantage that a number of our students face and to promote an ethos of reading outside the curriculum.

5.1.2 Teachers:

The strategy aims for every teacher to communicate their subject through high quality academic language, and that reading, writing, speaking and listening are put at the heart of every subject.

5.1.3 Students:

We want our students to be able to access the full curriculum offer by developing their accuracy and automaticity of reading, subject specific and conversational vocabulary and confidence and precision when speaking.

5.1.4 Support:

The literacy strategy is supported by dedicated whole school and subject specific staff training and development

5.2 The literacy strategy follows the Education Endowment Foundation (EEF) 'Improving Literacy in Secondary Schools' recommendations

1. Prioritise 'disciplinary' literacy across the curriculum
2. Provide targeted vocabulary instruction in every subject
3. Develop students' ability to read complex academic texts
4. Break down complex reading tasks
5. Combine writing instruction with reading in every subject
6. Provide opportunities for structured talk
7. Provide high quality literacy interventions for struggling students

5.3 Honley High School offers the following programmes in support of this strategy:

- Fresh Start Phonics intervention
- Coram Beanstalk Reading Leaders
- Form time reading at KS3
- SEND-led Multisensory Literacy interventions
- Fortnightly reading (Library-based) lessons for Year 7 and 8 students

5.4 Celebrating and promoting literacy

In addition to the formal programmes, Honley High School actively promotes and celebrates a love of literacy by engaging students in extra-curricular reading, writing and speaking activities throughout the year.

For example:

- 'The Reading Corner' newsletter and recommended reads display
- Access to the library before and afterschool and at social times
- Book give-aways
- Celebrating events, such as World Book Day, National Shakespeare Week, World Poetry Day and author/book series days
- The Honley High School Literacy month
- 'Get Caught Reading' golden tickets
- Debating, creative writing and reading enrichment sessions

6. Evidence Base

6.1 Research that informs this policy and school procedures

- Improving Literacy in Secondary Schools, EEF
<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4>
- The reading framework (DfE, January 2022)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1050849/Reading_framework_Teaching_the_foundations_of_literacy_-_July_2021_Jan_22_update.pdf

- What is literacy? (National Literacy Trust) <https://literacytrust.org.uk/information/what-is-literacy/>
- The Reading Gap (Sutton Trust, 2013) <https://www.suttontrust.com/wp-content/uploads/2019/12/READINGGAP.pdf>

7. Monitoring Arrangements

7.1 The Senior Leadership Team and Curriculum Leaders monitor the implementation and impact of literacy teaching in subjects through:

- Recognition walks (rWalks) and lesson observations
- Work scrutiny or 'book looks'
- Subject reviews
- Line management and curriculum meetings
- Quality assurance of planning and resources
- Student voice activities

8. Linked Policies and Procedures

This policy will be supported by the following policies and procedures:

- Curriculum Policy
- Cover Supervision Policy
- Teaching and Learning Policy