

Literacy & Reading Policy

Context Interventions Love for Reading

To be read in conjunction with the NAS Quality of Life Curriculum Philosophy and Framework Policy.

What are the statistics like in the borough?

English Fluency for the borough of Lambeth for Special Schools:

33.1% Stages A-c (Non-Fluent)

16% Stages D-E Fluent

50% English Speaking only.

65.5 % of students are eligible for FSM.

What are our current statistics?

59.3% of our students are eligible for FSM

DFE policies on reading in schools can be found [here](#).

The term literacy covers speaking, listening, reading and writing.

Students need to use these skills across the school in order to access the curriculum, therefore all staff share responsibility for literacy, whatever their subject, and must address together and as a priority the issues that literacy raises.

Our regard for its importance extends from specific subject and support areas to cover the whole school environment, and also the vital communication between staff and students, and to our links with home, the local community and the world beyond.

Relationships are at the heart of our ethos and these are built on effective communication which can be a particularly demanding skills for autistic students.

Purpose: Literacy is a fundamental skill in learning, in one's career and in life in general. Problems with literacy can be at the root of student disaffection with learning and a barrier to success. Literacy is at the very centre of our teaching.

All staff must demonstrate an understanding of and take responsibility for promoting high standards of literacy. Students should be taught in all subjects to express themselves correctly and appropriately using 'Standard English', and to read accurately and with understanding.

Vanguard School will work to:

- Raise standards of literacy throughout the school
- Enable students to access all subjects through a focus on subject specific terminology and how to use it within context and correctly
- Give students the skills needed to cope in the wider world
- Involve all staff, students and the community in promoting literacy skills

Our objectives are:

- To foster a love of literature through activities within and outside school
- To centre otherwise marginalised voices that students can engage with through discussion and debate. For instance, the set text for Year 7 is **A Kind of Spark** by Ell Mc Nicoll; Year 8 read **The Infinite** by Patience Agbabi and Year 9 read **Refugee Boy** by Benjamin Zephaniah. Both books from year 7 and 8 are by autistic/ neurodivergent authors.
- To increase the literature by neurodivergent authors in the school library
- To closely monitor student literacy progress
- To provide high quality literacy intervention where needed
- To establish strategies towards literacy that are consistent across the school, including training for staff and the use of appropriate resources
- To develop the use of the Library and the wider school as a literacy resource
- To encourage home-school and school-community literacy links, including the use of appropriate and accessible (jargon-free) language in our communications with parents and others.

The Role of the Literacy Coordinator is to:

- Work with the Leadership team to determine and implement an effective literacy strategy across the curriculum
- Ensure there is constructive liaison between subjects
- Ensure there is constructive liaison between the school and home
- Ensure constructive liaison between the school and feeder primary schools
- Assist in the monitoring of the literacy strategy and propose amendments in the light of evaluation and curriculum changes
- Assist in the implementation of intervention
- Review intervention

The Role of all Staff

- Act as a role model for literacy in their behaviour and work
- Develop literacy through their subject, including reading, writing, grammar, argument and comprehension, teaching awareness of areas such as structure, medium and audience, as appropriate
- Instil transferable skills, such as close reading, skimming and debate
- Ensure students with literacy needs are supported
- Use 'disciplinary literacy' across the curriculum, emphasising subject specific support and targeted use of academic vocabulary
- Break down complex writing tasks into easily manageable sections and structures
- Promote students' appreciation of the links between speaking, listening, reading and writing, and the value of each, wherever possible
- Aid literacy through displays/placemats in each classroom and work area in whichever ways are appropriate
- Teach the technical and specialist vocabulary of subjects and how to use these words within context
- Teach the patterns of language vital to understanding and expression in different subjects (for example, language to express causality, chronology, logic, exploration, hypothesis, comparison, and how to ask questions and develop arguments)
- Provide and promote the use of dictionaries and thesauruses
- Have a knowledge and understanding of students attending intervention
- Know and promote/address all students' literacy targets
- Use the whole school marking policy
- Have consistently high expectations in terms of the presentation of work
- Have a knowledge and understanding of data relating to literacy

What forms will literacy intervention take?

Students have been tested using the New Group Reading Test (NGRT), focusing on Phonics, Sentence Completion and Passage Comprehension. This data is then shared with staff to give them a broader understanding of the students' strengths. The York Assessment of Reading will form a further, more detailed assessment of each pupils' reading ability. Where students form a significant concern that their levels of literacy will form a barrier to their learning across the curriculum, the following interventions will be put into place:

- Students will be given structured 1:1 reading sessions with a specialist English Teacher, focusing on areas of reading for pleasure and reasoning patterns such as Intentions and Consequences and Symbols and Meaning
- Skills such as skimming, summary and retrieval will be explicitly taught
- Students will then be assessed at the beginning of the Summer Term to monitor progress.
- The Accelerated Reader programme is used for the development of all pupils' reading
- Reading Ages will be re-tested at intervals during the academic year

Arrangements for monitoring and evaluation

The effectiveness of the Literacy Policy will be monitored, evaluated and reviewed both day to day and more strategically:

1. On-going monitoring:

- Lesson observations
- Sampling of students' work
- Discussions between members of staff
- Feedback from parents
- Student progress in lessons
- Student progress in literacy intervention
- Student progress in literacy activities in form time/ weekly reflection time

2. Strategic monitoring and evaluation:

- Schemes of Work are reviewed at the end of the period of study, or annually as appropriate
- Analysis of student summative assessment data, termly
- Written and oral feedback from students, annually
- Review of The School and Development Plans, annually

Guidance taken from 'Improving Literacy in Secondary Schools' via

EducationEndowmentFoundation.org

1) Prioritising 'Disciplinary literacy'

Teachers will be supported to encourage students how to read, write and communicate effectively in their subjects. This is a cross-curricular approach that will be supported by Leadership via training that prioritises literacy.

2) Targeted vocabulary instruction in every subject

- Teachers in all subjects should provide subject specific vocabulary instruction that will enable students to access and use academic language.

Students should be encouraged to explore links between etymology and morphology in order to help remember and recognise new words.

Teachers should prioritise tier 2 and 3 vocabulary, which students are unlikely to encounter in everyday use.

Teachers and subject leaders to consider which phrases to teach as part of curriculum planning.

3) Develop students' ability to read complex academic texts

Teachers should encourage students to use existing subject knowledge when approaching a text, as questioning students about the text using a range of skills that work from Understanding through to inference and deeper analysis.

Teachers should also aim to gradually remove support in order to encourage independence.

4) Break down complex writing tasks

Teachers can use a variety of approaches in order to help students plan and develop their ideas when approaching extended/complex writing tasks. This can include structured talk and pair/group work.

Targeted support should be provided to students who struggle to write fluently.

5) Combine writing instruction with reading in every subject.

Combining reading activities with writing activities provides a more balanced approach and may benefit learners more.

Reading helps students gain knowledge, whilst writing helps students to develop their understanding of ideas.

Students should be taught to recognise conventions of writing, including: Format, audience and purpose.

Spelling, punctuation and grammar should be taught explicitly but not out of context.

6) Provide opportunities for structured talk

High quality talk should be structured by teachers.

Students will also have fortnightly lessons using **Let's Think in English** developed by King's College, London. These lessons model and develop verbal reasoning skills using a Vygotskian lesson structure.

Questioning should work from a model of progression, securing understanding and working through to a level of analysis and challenge and then metacognition.

Teachers should model high level talk that encourages use of subject specific terminology and metacognition (How does...? What if...? How did...?)

7) Provide high quality literacy interventions for struggling students

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