



# Literacy Policy

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**Review period** | Annually

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## Knowledge Gate International School

### Literacy Policy

#### 1. Introduction

Our work at Knowledge Gate International School (KGIS) is informed by the conviction that “literacy is key to academic success across the curriculum”<sup>1</sup>. We are conscious of the transformative impact excellent literacy can have on a person’s life chances. It is therefore the professional and moral duty of all teachers, in both the Primary and Secondary phases, to promote the highest standards of literacy for all KGIS students.

Our work in this area is guided by four principles:

- We have literacy-rich classrooms
- We express ourselves eloquently
- We love reading
- We are resilient readers



These principles consistently guide our work to improve the literacy of all students.

Each half term we will develop one of the principles as a priority.

<sup>1</sup> Quigley, A. and Coleman, R. (2021) *Improving Literacy in Secondary Schools*. [online] Education Endowment Foundation. Available at: <https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks3->

ks4/EEF\_KS3\_KS4\_LITERACY\_GUIDANCE.pdf?v=1635355220

### **1. We have literacy-rich classrooms**

Students must feel confident deploying a wide range of vocabulary in a host of different contexts.

- Etymology and morphology are explicitly taught in every classroom
- Written feedback specifically supports all students to improve their written literacy, with School Literacy Codes used consistently (*Appendix 1*)
- Our academic departments collaborate with Inspired Education Group colleagues on tailored approaches to disciplinary literacy.
- Tier 2 and 3 vocabulary are systematically taught in every classroom.

### **2. We express ourselves eloquently**

Students must be able to express themselves verbally in a range of contexts. Their learning will be underpinned by purposeful, academically-rigorous speaking and listening.

- Strong oracy skills are explicitly taught and supported in every classroom
- Debate is cultivated in every subject. All students receive Drama and Public Speaking as part of their curriculum entitlement.
- A range of House competitions, global competitions and extra-curricular activities will champion excellent oracy for all students and celebrate the achievements of our school community's best speakers

### **3. We love reading**

The act of reading underpins lifelong learning, is a gateway to new knowledge and skills, and should be a source of pleasure for everyone in our community.

- World Book Week encourages all teachers and students to publicly celebrate the joys and benefits of reading.
- Group/class reading activities underpin the development of shared reading, both for pleasure and to acquire new understanding.
- Reading as part of the Homeroom programme engages everyone in our community with the notion of what it means to be a reader.

### **4. We are resilient readers**

Reading brings challenges which every member of our school will be able to meet confidently:

- Academic reading groups are supported by student leadership, across Primary and Secondary

- Explicit reading instruction is nurtured in every classroom.
- The Accelerated Reader programme enables all Primary, Key Stage 3 and Key Stage 4 students to challenge themselves and broaden their 'reading diet'.

## 2. Objectives

### 2.1. Students

- To be able to recognise one's own strengths and weaknesses in oral and written communication and be able to apply a range of strategies to improve the coherence and accuracy of oral and written communication.
- To enjoy reading in a range of contexts.
- To use reading to acquire knowledge and skills.
- To be able to transfer literacy skills across different subject areas effectively and to deploy skills efficiently beyond the classroom to all aspects of communication.
- To always proof-read and edit written work.
- To dedicate time during the school day and outside of school hours to read a wide range of fiction and non-fiction texts.
- To develop key decoding skills for all subject areas.

### 2.2. Parents

- To support actively the School's literacy curriculum and interventions, understanding the importance of literacy skills in lifelong learning
- To support students by reading and discussing written work, before it is submitted to the relevant subject staff.
- To encourage students to develop and practice their oracy and reading skills at home.
- To support reading at home through various media, including reading books, magazines, newspapers, recipes and other form of extended writing. To be supported in this by Phonics and Accelerated Reader materials and presentations at parent engagement events throughout the year.

### 2.3. Teachers

- To deliver literacy-rich curriculums actively and reflectively

- To provide a role model to demonstrate high standards of oral communication skills to all students consistently.
- To use the School Literacy Codes in written feedback
- To ensure teaching rooms reflect our commitment to disciplinary literacy
- To assess the standard of literacy skills demonstrated by students and offer clear targets for improvement.
- To accommodate the diversity of learning styles and different rates of learning.
- To be fully committed to raising literacy skills at all levels of student attainment.

#### 2.4. Homeroom Teachers

- To support School Wide literacy initiatives (e.g. Accelerated Reader, STAR Reading Assessments, Drop Everything And Read)
- To support students in their choice of reading material and their use of the Library.
- To facilitate meaningful, academic discussions of students' reading experiences during Homeroom time.
- To celebrate the successes of all students (e.g. Accelerated Reader Leader 'Word Millionaires')

#### 2.5. Subject Leads

- To ensure every scheme of work has explicit reference to disciplinary literacy and skills to be covered, and explicit teaching of purposes and forms of a range of written texts.
- To define relevant key vocabulary to accompany each scheme of work and ensure these are clearly visible for students as appropriate.
- To evaluate and monitor the effectiveness of disciplinary literacy teaching and the implementation of intervention as required.
- Ensure all lessons are consistent in supporting the development of literacy skills, providing the opportunity for students to develop their disciplinary literacy while also catering for the diversity of learners in the classroom.
- To collaborate with the Inspired Education Group subject networks to develop tailored approaches to improving disciplinary literacy.

## 2.6. SEND

- To deliver specialist support to students with additional reading, writing and oracy needs.
- To deliver support to improve the progress of students with additional literacy needs.
- To use the range of data available to provide targeted support.

## 2.7. School Board

- To support the implementation and development of the School's drive to improve standards of literacy for all students.
- To receive and evaluate termly reports from Heads of School, covering Accelerated Reader and phonics data.

## 3. *Writing Oracy Reading Development*

"Proficiency in reading, writing and spoken language is vital for pupils' success."<sup>2</sup> Therefore, all subject departments have a clear responsibility to support the progress of students' writing, oracy and reading. Each member of staff has received training in disciplinary literacy. These elements of training elaborated on the following:

### 3.1. *Writing across the curriculum*

Students will be trained to produce high quality written texts across a range of genres, manipulating language to suit complex purposes and readers. Faultless technical accuracy will be expected. All subject areas will plan regular opportunities for extended writing so students can hone their written expression and collate a portfolio of excellent written work. Students are given opportunities to peer assess and redraft their work as part of direct reflection time to help perfect their writing skills. School Literacy Codes (*Appendix 1*) are used consistently across all departments to ensure clarity of written feedback targeting improved written literacy.

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<sup>2</sup> Department for Education. (2021) *The reading framework Teaching the foundations of literacy*. [online] Available at: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1102800/Reading\\_framework\\_teaching\\_the\\_foundations\\_of\\_literacy\\_-\\_Sept\\_22.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1102800/Reading_framework_teaching_the_foundations_of_literacy_-_Sept_22.pdf)

### *3.2. Oracy across the curriculum*

Students will be taught sophisticated skills to enable effective speaking and listening. They will present, debate and perform in a range of contexts, exploiting language to suit a range of audiences and purposes. Students will demonstrate sensitivity when listening to others, building on others' views or showing empathy as appropriate. Opportunities to improve fluency and confidence, use expansive vocabulary, as well as adopt active listening skills will be specifically planned for in every subject area.

We recognise that oracy in the classroom should be seen, by both teacher and student, as a valuable activity; access to more demanding texts is made possible through directed talk. Writing should be preceded by and supported by talk, in order that students may more fully realise their intentions. Oracy can play this role as a catalyst with collaborative learning activities set in place; these activities are also seen as a key strategy to support the bilingual early learners of English to engage in exploring texts and concepts. Outside the classroom, students are given further opportunity to develop oracy skills through Student Voice, House and global competitions, and a range of drama enrichments.

Learning at KGIS foregrounds the importance of talk for learning. Structured talk in all classrooms will include (but is not limited to): 'Think, Pair, Share' partner talking exercises, group work and targeted 'no hands up' questioning to ensure all students are learning through talking in every lesson.

### *3.3. Reading across the curriculum*

Students will have access to a wealth of literature from before 1914 to the modern day to enrich their curriculum. Complex texts of every genre will be introduced, and students will be expected to review texts using evaluative and analytical skills.

All students in the Primary Phase and Key Stage 3 will visit the library at least once per fortnight. They will follow an Accelerated Reading Program as part of the Library provision and will take part in fortnightly quizzing. Additionally, all students are encouraged to use the Library, in their own time, at break and lunch.

Students are expected to always have a reading book. The visibility of reading material is



crucial to ensure all students recognise the collaborative and empowering nature of reading. They will take recommendations from their peers and be encouraged to compare their reading experiences on a regular basis.

#### 4. *English Language IGCSE – progression to KS5*

- Students who enter KS5 with English IGCSE are expected to attain a minimum level 4.
- Those students with particularly low literacy levels will be supported in their specific subject areas by using writing frames, targeted questioning and supportive seating plans.

#### 5. *Schemes of work*

- In line with the curriculum policy, it is very important that through our curriculum, students receive high quality teaching and learning regarding disciplinary literacy. A fundamental requirement is that each department must have in place a detailed scheme of work, which addresses knowledge, skills and understanding as well as clear strands of differentiation for all ability levels. The literacy skills to be covered in each unit of work must be clearly outlined, with suggestions of how the skills can be delivered to maximise student achievement.
- A copy of each subject area's schemes of work, including the relevant literacy skills to be covered, should be available for line managers at the start of each year.

#### 6. *Monitoring and evaluation*

- Monitoring the quality of literacy provision across the School is the responsibility of the Assistant Heads and Heads of School with Line Management responsibility for the Subject Leads.
- Disciplinary literacy is also monitored by all Subject Leads as part of the School procedures for monitoring, evaluation and review.

Appendix 1 – School Literacy Codes












KS1 marking codes			
	Check that this sentence makes sense		Full stop
<b>SP</b>	Check your spelling		Capital Letter
	Make this sentence exciting		Missing word
	Sound this word out		Finger space
	Write on the line		Verbal feedback given
	Independent work		Adult supported work

Figure 2 – KS1 literacy codes

KS2 marking codes			
	Look again does your work make sense?		Connective
<b>SP</b>	Check your spelling		Capital Letter
	More adventurous word choice needed		Missing word
	Missing Punctuation “ ” ,		Should this be singular or plural?
	Time connective		Present tense
<b>SVA</b>	Subject verb agreement		Past Tense

Figure 3 – KS2 literacy codes

Marking codes			
<b>Sp</b>	Check your spelling	//	Start a new paragraph
<b>P</b>	Check your punctuation	^	Missing word
<b>V</b>	Can you improve your vocabulary?	?	Can you rephrase this?
<b>Gr</b>	Check your grammar	T	Tense

Figure 4 – KS3-5 literacy codes