



LITERACY POLICY

MIDDLEWICH HIGH SCHOOL

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Literacy Policy

Literacy is an essential life skill that allows students to access positive social, educational and economic outcomes. It enables students to confidently approach the subjects studied in school, to read for information and pleasure and to communicate effectively. Fundamentally, at Middlewich High School, we believe that literate, word-rich students will ultimately emerge as confident and articulate communicators, fully prepared to participate in and seek out opportunities when they continue their academic or vocational studies after high school and beyond, into the world of work.

Aim:

To drive the literacy of all students, the leadership and staff of Middlewich High School are committed to strengthening literacy skills within all subjects and the very fabric of the school, in the belief that it will raise the achievement of all and create excellence in learning, based on the current research from the EEF and current pedagogy.

- Our ambition is that students read up to 7 quality novels in dedicated reading time through our Tutor Reading Programme (derived from the 'Fast Reading' study at Sussex University) and English, in addition to their own personal reading.
- We track students' reading gaps and achievements to ensure all children are fully supported to progress to their chronological reading age and beyond.
- To build fluency and prosody in reading longer texts, in English lessons.
- We continue to embed 'The Writing Revolution' across the Humanities departments to drive up the standards of students' written communication.
- We build student word-hoards through disciplinary vocabulary instruction.
- Our new Personal Development Programme develops oracy through weekly debates on social and cultural issues, to build confidence and communication skills.

Through our Literacy provision, we aim to give all students an increased confidence in their abilities, communication skills that open doors and access to high value qualifications.

Expectation:

To recognise that all teachers are teachers of literacy. Teachers must demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of Standard English, whatever their specialist subject.

- To provide all staff with strategies to encourage literacy development in the context of their curriculum area, such as vocabulary instruction.
- To foster a school ethos and climate for learning that gives high status to literacy-related activities: reading for pleasure, writing for a purpose and developing oracy to give students a voice
- To raise individual literacy attainment for every student, from providing phonics intervention for students who are struggling to access the curriculum to challenging higher attaining students.
- To drive all students to become effective readers, writers and communicators.
- To effectively track and improve standards in literacy through STAR assessments.
- To create targeted plans of support for students identified as being below national benchmarks.
- To create access to literacy enrichment opportunities for all.

Appendix:

Roles and Responsibilities:

Teachers:

- Explicitly model reading and writing strategies to enhance students' access to knowledge and expression of knowledge and ideas.
- Actively teach tier 2 vocabulary in addition to subject specific (tier 3) vocabulary.
- Model a high standard of written expression, employing the accurate usage of capitals, punctuation and spelling in emails, written feedback and display materials.
- Monitor and correct students' literacy, pre-teaching spelling, to add to the collective impact across the school.

Support Staff:

- Support students to use reading and writing strategies across the curriculum
- Actively explore vocabulary with students, making connections across subjects for them.
- Model a high standard of written expression, employing the accurate usage of capitals, punctuation and spelling in emails, written feedback and display materials.
- Monitor and correct students' literacy to add to the collective impact across the school.

Head of Department:

- To explicitly design lessons, and collaboratively plan, to incorporate the desired vocabulary instruction for students to employ
- Ensure staff use data on reading ages to plan effectively
- Observe and monitor the delivery of effective subject specific literacy during learning walks.
- Engage in cross-curricular projects on extended writing and literacy foci (specific depts.).
- Monitor the assessment and improvement of literacy in work sampling.

Tutors:

- Promote and deliver the Tutor Reading Programme twice a week and check understanding
- Engage with class in promoting effective communication through weekly oracy activities

Assistant Head and Literacy Lead:

- Lead CPD on vocabulary and reading strategies
- Lead the 'Teachers as Readers of YA' Club to promote current diverse fiction.
- Effectively track and improve standards in literacy through STAR reading.
- Create targeted plans of support for students identified as being below national benchmarks.
- Create intervention materials to support student progress where need is identified
- Create access to literacy enrichment opportunities for all.

English staff

- To ensure reading is at the heart of our teaching and lessons
- To promote fluency and prosody when studying extended texts
- To promote confidence and oracy through 5 years of curriculum (Speech competitions)
- Spelling Bees

Librarian:

- To screen students for phonics gaps
- To ensure all students are STAR tested to provide a complete data picture to analyse
- To create a well-stocked and diverse reading base (Use ELS more effectively for non-fiction)
- To run a LBGT+ Reading Club
- Learn the interests of students and cater to their tastes
- Create monthly focuses in the library to encourage diversity in reading
- To supervise Reading Buddies