



Literacy Policy

Document Review

Approval Date:	June 2024
Committee Responsible:	Local Governing Body
Next Review Date:	June 2025

Equality Statement

Wrotham School strongly promotes equality of opportunity under all circumstances and in all contexts. We actively seek to ensure that all members of our community and all visitors to the school are treated equally. This includes actively ensuring that discrimination or inequality of any kind does not occur on the basis of the following: - Race - Nationality - Gender (including transgender). - Sexual Orientation - Disability - Age - Mental Health - Marital Status.

Discrimination and in equality can be experienced in the following ways, not exclusively: - Inappropriate or offensive language and terminology. - Cultural misrepresentation - Violence/ physical harm. - Bullying - Online Abuse - Disadvantage in all aspects of progress, care and opportunity.

When inequality or discrimination is seen or reported the school will strongly challenge and will work to resolve the issue. All concerns will be taken seriously and investigated fully and without prejudice.

Wrotham School Literacy Policy

At Wrotham School we recognise that the development of proficient reading, writing and oracy skills is an essential part of a student's education. We aspire to develop effective communicators and ready our students for life beyond school.

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Intent

- To develop our student's confidence and proficiency in reading
- To encourage reading for pleasure
- To develop student's understanding and use of Tier 2 and Tier 3 vocabulary
- To develop our student's written communication skills

Reading

At Wrotham School we believe that reading is a vital part of developing student's confidence with writing, obtaining a wider vocabulary and also helping support their mental health. Reading helps students to relax and unwind, as well as helping them to expand their knowledge of the world around them and their passion for different subject areas. We provide opportunities for active reading in lessons and during Progress Time.

Reading opportunities in lessons

As part of our whole school approach to reading, we encourage our students to read aloud or independently in lessons to build reading confidence and to address any misconceptions.

The Book Nook

The Book Nook provides students with an opportunity to read for pleasure and for their enjoyment. Students are encouraged to choose books which interest them and to therefore expose themselves to different writers, genres and text types.

Progress Time Reading

As part of our Progress Time curriculum, students read books linked to our whole school character strengths. These reading sessions develop student's reading comprehension skills and draw links between our whole school character values and the characters, themes and topics covered in the novels.

6th form Reading Buddies

To support some of our KS3 readers, we have a 'Reading Buddies' programme which pairs 6th form students with KS3 students to help support, model and encourage reading.

Star Reader

At Wrotham School we use an educational reading platform called Renaissance Learning Star Reader. 'The internet-based software initially screens pupils according to their reading levels using Star Reading Assessment and suggests books that match their reading age and reading interest'¹. We then use the Star Reader data to inform planning, target reading interventions and reading support.

Sparx Reader

We are part of a reading pilot programme called 'Sparx Reader'. 'Students are offered fantastic books at their level from a wide range of texts'². 'As they read, students answer regular questions, helping them to stay engaged in the story'³.

'Readers earn Sparx Reader Points (SRP) and can compete with others to climb the league table'.

⁴Furthermore, 'homework tasks are also personalised, so all students can experience regular success in reading'.⁵

SSP Phonics Little Wandle Letters and Sounds Rapid Catch-Up programme

Some of our students are identified to complete a Little Wandle Rapid Catch-Up programme. The programme 'mirrors the core Little Wandle phonics programme, but has a faster pace.'⁶

Vocabulary

At Wrotham School we prioritise the teaching of subject specific Tier 3 vocabulary. This vocabulary is used in lessons and students are taught to utilise Tier 3 vocabulary in their studies. Tier 2 vocabulary is taught across all lessons to enable students to communicate and comprehend effectively.

Writing

¹ <https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader-effectiveness-trial>

² <https://sparxreader.com/>

³ <https://sparxreader.com/>

⁴ <https://sparxreader.com/>

⁵ <https://sparxreader.com/>

⁶ <https://www.littlewandlelettersandsounds.org.uk/whats-included/rapid-catch-up/>

At Wrotham School we promote a proficiency in written communication through ‘breaking down writing.’⁷ Where applicable, sentence starters and writing frames are used to support learners with their writing. Where appropriate, students are provided with opportunities to plan and redraft their written pieces through the process of levelling-up.

Oracy

At Wrotham School we develop student’s verbal communication skills by encouraging students to partake in student voice, class discussions, group work and pair work activities. We try to avoid a hands up approach as this ‘cuts down pupils’ opportunities for learning and talk.’⁸

Literacy interventions

Lower than expected Literacy skills on entry are recognised as a barrier to general curriculum access for some students. Where students are identified as behind in their progress in English we offer catch-up sessions to quickly improve literacy skills.

Monitoring and evaluation

- This policy is reviewed annually
- All national guidance on changes to curriculum and assessment are reflected in our Literacy policy

Linked policies

Curriculum and Assessment, Assessment and Homework and Teaching and Learning.

END

This policy was adopted by the Local Governing Body

To be reviewed on an annual basis – June 2025

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1168960/The_Reading_Framework_July_2023.pdf

⁷ https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks3-ks4/EEF_KS3_KS4_LITERACY_GUIDANCE.pdf?v=1695044815

⁸ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1168960/The_Reading_Framework_July_2023.pdf

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https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks3-ks4/EEF_KS3_KS4_LITERACY_GUIDANCE.pdf?v=1695044815

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