

# Kineton High School Literacy Vision statement and Guidance

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## Kineton High School Literacy vision statement

The fundamentals of literacy are imperative to the achievement of a rich and fulfilling life. These skills are used every day to make sense of the world and to communicate. By ensuring all our students have functional literacy skills, we are setting them up for the best chance at success in life.

At Kineton High School we recognise that in order to improve literacy, we must be afforded the opportunity to practise. This will have a positive impact on our students' self-esteem, behaviour for learning, attainment and motivation.

Our literacy curriculum is designed to allow every student the chance to develop their vocabulary expression, oracy, comprehension and grammar. All of this will help to enhance and enrich the learning in all subjects and prepare our students for life beyond Kineton High School.

### Our literacy aims:

- Create a whole school culture of the importance of literacy for staff and students alike
- To embed literacy skills across all curriculum and to empower staff with the confidence to teach literacy in their subject areas
- To monitor student progress in reading and to evaluate strategies for those identified as not making expected progress
- To provide a range of intervention strategies for targeted students to help them attain the national standards for literacy e.g. literacy intervention groups, national tutoring programme, Fresh Start and Pass Fast
- To develop student confidence to express themselves, through writing and through their speaking skills
- To enhance student vocabulary and to lessen the vocabulary gap for disadvantaged students
- To promote a love of reading for pleasure within our school through enrichment and staff promotion
- To develop and exceed student potential above and beyond their chronological age for reading

### What is literacy?

At its heart, literacy is defined as the ability of a person to read and write. However, it should also include the student's comprehension ability as well as their speaking and listening skills. Digital literacy and how students interact with multimedia should also be considered. These skills should be reinforced with subject specific areas and across the whole curriculum. The main areas as outlined by *The Department for Education* for literacy focus are:

- **Reading skills**  
Students need to be able to understand a range of texts and understand how formats and styles can alter how meaning is communicated.
- **Writing skills**  
Punctuation, grammar, spelling should be taught alongside styles of writing for different purpose. Text type should be well understood and how different text types can be crafted and why they are being written.
- **Speaking and Listening skills**  
Oracy skills can help students to organise their ideas and allows them to pick out key information. To enhance these skills students require opportunity to use speaking and listening skills through tasks to help reinforce both skill sets.

## Student literacy commitment

- To read and write with confidence, fulfilment, understanding and fluency – students should be able to utilise a range of strategies to self-evaluate and improve
- Develop their vocabulary through ambitious word usage to increase their working knowledge of standard English and articulation
- To have an interest in the etymology of words and to utilise these skills to decode words in unfamiliar context
- To recognise varied genre and styles of writing appropriate to the style or purpose of text
- To be able to communicate effectively
- To attain recognised functional skills certificates, and or GCSE and A-Level qualifications in English Language
- To facilitate all student access to a broad and enriching curriculum diet

## Literacy responsibilities at Kineton High School

- SLT will support a high profile and the school vision for literacy
- Teachers will provide opportunity for students to develop their knowledge, skills and comprehension of reading, writing and listening
- Tutors will deliver the literacy program during the allocated literacy focus time in tutor sessions
- Teaching support staff will provide additional scaffolding for students with known literacy targets
- The literacy co-ordinator will support departments in the uptake of strategies and encourage the sharing of best practice across the school. They will also monitor literacy intervention student progress and review provisions to ensure suitability
- Parental engagement should allow for students to develop their literacy skills at home as well as in the school setting

## Implementation of Literacy at Kineton High School

### The Literacy non-negotiables

1. Explicit vocabulary instruction
2. Oracy
3. Reading and comprehension
4. Literacy coded marking
5. Written response support and scaffolding

### The Literacy enrichment programme

- 20 minute structured literacy activity delivered bi-weekly in tutor time
- Pass Fast reading programme delivered 3-4 times a week for paired reading
- Star reading tests given 3 times a year to monitor reading age progress
- A school wide celebration of reading delivered during the week of world book day
- Bedrock (year 7 only)
- Countdown conundrum delivered in tutor time for tier 2 subject words
- Promotion of reading for pleasure across the curriculum

# 1. Vocabulary

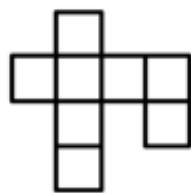
All teachers / Staff	All students
<ul style="list-style-type: none"> <li>✓ Encourage aspirational word choices</li> <li>✓ Ensure students have access for word lists / dictionaries or thesaurus to help develop their vocabulary</li> <li>✓ Support students by checking their spelling and punctuation in their work</li> <li>✓ Address common misspellings in lessons and use as a teaching point</li> <li>✓ Encourage students to use subject specific vocabulary where appropriate</li> <li>✓ Ensure tier 2 &amp; 3 vocabulary is explicitly taught / decoded by breaking down to root words, prefix, suffix &amp; etymology</li> <li>✓ Be aware of key words in subject specific areas</li> </ul>	<ul style="list-style-type: none"> <li>✓ Will attempt to use newly taught vocabulary in lesson tasks</li> <li>✓ Use aspirational vocabulary in their writing and oral contributions</li> <li>✓ Review their work and improve vocabulary choices where appropriate</li> <li>✓ Use independent reading as an opportunity to develop vocabulary</li> <li>✓ Use dictionaries / decoding techniques to define unfamiliar words</li> <li>✓ Highlight when new vocabulary has been used throughout written work</li> <li>✓ Assist peers with their improvement of vocabulary</li> </ul>

## Vocab strategies

- Key word homework for new challenging vocabulary
- Vocabulary games e.g. Pictionary or key word bingo to develop understanding of key words
- Odd one out – 4 key terms 3 of which are similar, students to explain which is the odd one out
- Encourage synonym usage to support breadth of vocabulary choice
- Hear it, see it, say it, write it – introduce new vocabulary in parts to reduce cognitive loading
- Key word displays
- Dual coding
- Banned word lists
- Choral repetition
- Graphic organisers
- Low stakes testing
- Command words



**Key word homework**



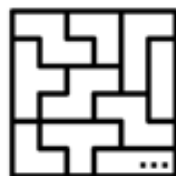
**Key word games**



**Synonym usage**



**Choral repetition**



**Graphic organisers**



**Dual coding**

## 2. Oracy

All teachers / Staff	All students
<ul style="list-style-type: none"> <li>✓ Lead by example and model standard English at all times</li> <li>✓ Challenge the use of slang in formal settings and directing students to understand certain settings require a degree of formality</li> <li>✓ Encourage students to correct errors in their speech when required</li> <li>✓ Create circumstance to practise standard English in a formal setting e.g. debate, discussion or role play etc.</li> <li>✓ Direct students to develop their speech</li> </ul>	<ul style="list-style-type: none"> <li>✓ Should understand the rules and expectations of language in a classroom environment</li> <li>✓ Students should value speaking and listening skills and use them to develop their communication ability</li> <li>✓ Should feel safe to contribute their ideas and opinions freely and in turn be treated with respect</li> <li>✓ Use varied and ambitious vocabulary</li> <li>✓ Clarify their ideas and opinions through respectful and formal language</li> <li>✓ Speak for a range of purpose e.g. paired discussion vs a large group speech</li> <li>✓ Pick out key words and understand their meaning and importance</li> </ul>

### Oracy strategies

- Socratic questioning
- Pose, pause, pounce, bounce questioning
- Say it in reverse
- Vocabulary lists
- Say it again, but better or use...
- Summarise tasks
- Numbered turn taking
- Pupils creating questions during listening
- SALAD days – lessons with no pens



Socratic questioning



Pose, pause, pounce, bounce



Say it in reverse



Vocab lists



Say it again, but better



No pen days

### 3. Reading and comprehension

All teachers / Staff	All students
<ul style="list-style-type: none"> <li>✓ Expect high standards of presentation in students' work and provide good models of particular types of writing.</li> <li>✓ We should encourage students to use dictionaries and provide lists of key words and encourage students to use subject specific vocabulary.</li> <li>✓ We should help students to use a range of spelling strategies.</li> <li>✓ We should also point out spelling errors in students' work.</li> <li>✓ All teachers can improve the technical accuracy of students' work: sentence structure and punctuation.</li> <li>✓ They can also help students by providing writing frames. (Please refer to the literacy marking policy for the codes that teachers should use to highlight errors in students' work, which will help them to develop their writing skills.)</li> <li>✓ Differentiate appropriately. Teachers will be provided with students' reading and spelling standardised score/equivalent performance age in the annual data packs.. This may not necessarily mean dumbing texts down. Instead, it may mean helping students to navigate their way through a text by providing appropriate access activities, glossaries and definitions of technical language.</li> <li>✓ Make comments which are encouraging, supportive and constructive.</li> <li>✓ Target specific areas for improvement.</li> <li>✓ Give priority to content, ideas, organisation and meaning above other errors.</li> <li>✓ Create opportunities for students to reflect on their own work through the use of peer and self-assessment.</li> <li>✓ Displays of vocabulary relevant to topics studied.</li> <li>✓ Relevant reading material at appropriate levels of interest and difficulty.</li> <li>✓ High quality reading material which is balanced in terms of race, ethnicity and gender.</li> <li>✓ Access to school and public libraries and to ICT sources of information.</li> <li>✓ Texts which are readable for all of our learners.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Make notes from different sources.</li> <li>✓ Use writing to plan and record.</li> <li>✓ Plan, draft, discuss and reflect on their writing.</li> <li>✓ Learn the conventions of different forms of writing.</li> <li>✓ Write at appropriate length.</li> <li>✓ Write collaboratively with other students. (Don't always get students to write independently.)</li> <li>✓ Present writing for display and publication.</li> </ul>



Vocab lists



Dictionary access



Peer / self assessment



Text diversity



Reading age of text



Model expert reading

#### 4. Literacy coding marking

In addition to the school assessment policy situated in the staff handbook, all staff should start using the following codes to mark students' work across all curriculum subjects. The aim of this marking policy is to raise standards of literacy across the school.

Staff should use the codes in the table beneath to mark students' written work. The codes should be used especially when students have completed extended pieces of writing.

##### Proposed marking code changes

In text	Margin code	Meaning
//	NP	New paragraph
O	P	Missing punctuation
O	SP	Spelling
^	MW/ML	Missing word / letter
~	?	Unclear

##### Guidelines for implementing the codes above:

1. Avoid over correcting spelling – so in a lengthy piece of writing, try to correct three to four spellings.
2. Make sure to write the correct spelling in the margin and have the student practice it three times.
3. Make clear to students what each code means by displaying the marking codes in your classroom.
4. Allow students time to make corrections once they have received this feedback, so that they are learning from their mistakes.

## 5. Written response support and scaffolding

All teachers / Staff	All students
<p>Enable students to be able to use writing to express their ideas and thoughts. This in turn will help develop an understanding of how to organise their writing so that they can write in a widening variety of forms for different purposes e.g. to interpret, evaluate, explain, analyse and explore. Subjects that require students to complete extended writing tasks should teach them with a clear structure that will enable them to better organise their writing, through a range of strategies, including:</p> <ul style="list-style-type: none"> <li>✓ Topic sentences: an effective way to do this and should be used as a crosscurricular tool to help organise extended pieces of writing.</li> <li>✓ Mnemonics: such as PEEL and TEAL are also useful, providing students with a way of remembering how to develop their points fully</li> <li>✓ Teaching students about: the tone, style, conventions, audience and purpose, which underpins their work.</li> <li>✓ Teaching students to: ensuring that links are drawn between speaking, reading and writing skills is important because reading and speaking can provide students with a clear model for their written work.</li> <li>✓ Model high standards of presentation. All work to be presented with date and title</li> <li>✓ Model all pieces of writing – never assume that the student will know what structure or tone to employ. Use writing frames etc. to aid extended writing for those who need them</li> <li>✓ Communicate meaning with an effective style, structuring sentences grammatically and whole texts coherently</li> <li>✓ Plan, draft, discuss and reflect on their writing, using ICT, where appropriate</li> <li>✓ Present writing clearly, using correct spelling, accurate punctuation and legible handwriting</li> <li>✓ Command a wide-ranging and technical vocabulary</li> <li>✓ Write in a widening variety of forms for different purposes and audiences e.g. to interpret, evaluate, explain, analyse and explore</li> <li>✓ Use word-processing, presentation and other ICT conventions correctly</li> <li>✓ Sustain their writing skills through extended pieces of writing across all subject areas</li> <li>✓ Promote punctuation, spelling and grammar within any writing task</li> <li>✓ Take every opportunity to expand vocabulary and range of expression. Be explicit about what vocabulary or key words you expect to find in any given piece of writing.</li> <li>✓ Insist on the use of full sentences within writing tasks.</li> <li>✓ Take opportunities for peer literacy marking, using the KHS literacy marking code. Focus on one or two aspects per opportunity e.g. are all key words spelled correctly</li> <li>✓ Provide regular DIRT opportunities to all students to improve their work</li> </ul>	<ul style="list-style-type: none"> <li>✓ Communicate meaning with an effective style, structuring sentences grammatically and whole texts coherently</li> <li>✓ Plan, draft, discuss and reflect on their writing, using ICT, where appropriate</li> <li>✓ Present writing clearly, using correct spelling, accurate punctuation and legible handwriting</li> <li>✓ Command a wide-ranging and technical vocabulary</li> <li>✓ Write in a widening variety of forms for different purposes and audiences e.g. to interpret, evaluate, explain, analyse and explore</li> <li>✓ Use word-processing, presentation and other ICT conventions correctly</li> <li>✓ Sustain their writing skills through extended pieces of writing across all subject areas</li> </ul>



## Feedback strategies

- Topic sentences
- PEE and E, TEAL, WHW and other writing frames
- Free writing
- Displays listing 'Pivot words' and connectives
- Consistent marking for SPAG
- Collaborative writing
- Share ideas before writing
- I Do, We Do, You Do
- Slow Writing
- Model answers



Topic sentences



WHW, PEEL



Pivot words and connectives



SPAG



Collaborative marking



Model answers  
WAGOLL

## Provision details

### Proposed SEND ambassador programme

The SEND Ambassador Programme will be a collaborative process between the SEND department and selected staff. One member of staff from each subject area will be allocated the role of departmental SEND ambassador and will meet regularly with the school SENCO to discuss SEND in their subjects. These members of staff will also share SEND CDP with their departments and will be expected to develop SEND strategies which suit the needs of their subject.

### Paired reading programme – FAST PASS

Students with reading ages below their chronological age (based on **STAR READING TESTS and English department grading**) will be selected and invited to participate in weekly tutor time intervention sessions with student literacy ambassadors. These sessions will be conducted in the library and will entail targeted students reading independently with the support of their assigned literacy ambassador who will function as a reading mentor.

All teachers / Staff	Selected students will
<ul style="list-style-type: none"> <li>✓ Promote and encourage students to recognise the value and importance of the Paired Reading Programme</li> <li>✓ Ensure that students (both ambassadors and participants) attend the programme as expected</li> </ul>	<ul style="list-style-type: none"> <li>✓ Recognise the value of the Paired Reading Programme</li> <li>✓ Attend the Paired Reading Programme as expected</li> </ul>

## World book day celebration

Kineton High School celebrates Literacy every March with a variety of activities which are run by various departments across the school. This week coincides with World Book Day where students are encouraged to dress up and celebrate their favourite books. Students are encouraged to celebrate reading, writing and oracy across this week. Some examples of activities which have been conducted during this week in previous years are:

- Literary Scavenger Hunts
- Poetry and Story Telling Workshops
- Author visits and workshop
- Literacy Games
- Guess Who's Reading Staff Competition
- Value of Reading Assemblies
- DEAR Time
- Get Caught Reading Competition

All teachers / Staff	All students will
<ul style="list-style-type: none"> <li>✓ Promote literacy week in their subject/lessons</li> <li>✓ Celebrate literacy in their subject by crafting lessons and activities to highlight its role in their subject and the curriculum</li> <li>✓ Participate in school wide activities run during literacy week</li> </ul>	<ul style="list-style-type: none"> <li>✓ Participate in the various literacy week activities ✓</li> <li>✓ Celebrate and appreciate literacy and its role in empowering individuals</li> </ul>

## Bedrock Learning – TRAIL PHASE (may be extended to year 8 in 2022-23 academic year)

Every child in year 7 has access to Bedrock Vocabulary as part of their weekly English work. Bedrock Vocabulary is a computer-based e-learning website which develops students' reading skills of challenging fiction and non-fiction texts, alongside extending their vocabulary to include a wide variety of Tier-2 vocabulary. All students are supported in their use of Bedrock vocabulary, alongside explicit vocabulary instruction across the school and curriculum. At Kineton High School, we recognise how important vocabulary acquisition is to not only students' reading ability, but also their overall expression and academic attainment.

Selected teachers / Staff	Selected students will
<ul style="list-style-type: none"> <li>✓ Monitor student engagement with Bedrock and progress over time.</li> <li>✓ Liaise with parents to ensure that they are aware of the progress and engagement of their children.</li> <li>✓ Promote Bedrock Learning in their subject area.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Complete Bedrock Learning lessons as part of their English lessons.</li> <li>✓ Complete Bedrock Learning as part of their homework provision.</li> </ul>

## Functional skills – KS4

KS4 students are given functional skills as an options block moving into KS4. Functional skills underpin problem-solving, instil confidence and heighten an individual's ability to learn. A key characteristic of functional skills is that they are based on a problem-solving approach. Students in year 9 start with functional skills level 1 and move on to additional level 2/3 once the qualification is achieved. Functional skills are transferable as students can use them in a range of careers and industries, such as business, teaching, sports, tourism, engineering and accounting

## Accelerated reader

All KS3 students have been enrolled on the Accelerated Reader programme which underpins their weekly library lessons. Accelerated Reader seeks to encourage students to progress in their ability to read and decode 15 texts as well as to promote a love of reading for pleasure.

Selected teachers / Staff	Selected students will
<ul style="list-style-type: none"><li>✓ Monitor student engagement with Accelerated Reader and progress over time.</li><li>✓ Liaise with parents to ensure that they are aware of the progress and engagement of their children.</li><li>✓ Promote Accelerated Reader in their subject area.</li></ul>	<ul style="list-style-type: none"><li>✓ Complete regular AR tests which demonstrate reading for pleasure outside of the classroom.</li></ul>

## Literacy teachers and SEND provision

Selected students in each year group attend timetabled literacy intervention classes. The lessons are hosted by English teachers, teaching assistants and member of the senior leadership team.

Selected teachers / Staff	Selected students will
<ul style="list-style-type: none"><li>✓ Be aware of the various interventions available to students</li><li>✓ Monitor targeted students to map progress following intervention programme</li><li>✓ Where appropriate will deliver intervention to students</li></ul>	<ul style="list-style-type: none"><li>✓ Where appropriate participate in targeted intervention programmes</li><li>✓ Recognise the value of any intervention programmes that they are undertaking</li><li>✓ Utilise the skills and knowledge developed by intervention programmes across the curriculum</li></ul>

## Staff commitment to CPD

Over the course of the academic year, staff will be given opportunity to develop their knowledge and understanding of literacy and how it can benefit students in their subject area. This will consist of briefing bites, voluntary training sessions, CPD delivered in departmental meetings by literacy ambassadors, whole school training sessions and regular sharing of best practise or research via the literacy co-ordinator.