



KINGSBRIDGE COMMUNITY COLLEGE

LITERACY POLICY

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1. Principles

1.1. Raising standards of literacy is central to enabling all students to effectively access their curriculum and to have successful outcomes and exciting, limitless future pathways. The ability to use language effectively is vital to learning in all subjects. The aim of all teachers and learning support staff at Kingsbridge Community College is to:

- Develop students' abilities to communicate effectively in speech and writing and to listen with understanding
- Use strategies and systems in place to ensure that students are able to read with fluency in order to become enthusiastic, responsive and effective readers who have a love of independent reading.

1.2 The College's literacy strategy recognises that disciplinary literacy is an approach to improving literacy across the curriculum. It recognises that literacy skills are both general and subject specific, emphasising the value of supporting teachers in every subject to teach students how to read, write and communicate effectively in their subjects. It is key to the successful implementation of this policy that every teacher is a teacher of literacy at KCC.

This policy and the literacy implementation plan that it underpins draw upon the Education Endowment Foundation's Guide to Improving Literacy in Secondary Schools: <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4> and the DfE 2023 Reading Framework [The reading framework - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/the-reading-framework)

2. Procedures

2.1. All departments at Kingsbridge Community College as a normal part of their teaching:

- Identify, display and regularly revisit the key vocabulary for their subject.
- Plan for investigating subject specific (Tier 3) and appropriate high-frequency (tier 2) vocabulary through the use of effective strategies to investigate etymology and morphology; specifically, through the guided use of Frayer models as part of the SEEC model of vocabulary instruction.
- Select appropriately challenging academic texts to share with students in class and/ or as the basis for home learning.
- Systematically plan for and enact reading aloud in lessons using strategies to promote reading fluency outlined in teacher CPD sessions.
- Develop tasks in which students use language to show understanding.
- Where possible, provide opportunities for extended writing with purpose that are supported by using common strategies from writing instruction.
- Use writing frames and sentence starters, where needed, to support students' writing.
- Identify students in need of additional literacy support through the use of New Group Reading Test data in conjunction with assessment in lessons and formal assessments.
- Give time and status to reading, writing, speaking and listening in curriculum planning
- Review and monitor the literacy demands placed upon the students in their subject
- Encourage independent reading
- Strive to use the modelling process to make explicit to students how to write
- Provide opportunities for structured talk: ensure that students have a range of speaking and listening opportunities in a variety of formats including individual, paired, group and whole class situations involving formal and informal exploratory discussions, problem-solving, debates, formal presentations etc.
- Reinforce the need for students to use Standard English and reduce reliance on slang, colloquialisms and ungrammatical expressions

- Make use of the purple pen of progress as a means of getting students to reflect on their SPaG (pre- and/or post-marking)
- Take responsibility for the legibility of students' handwriting
- Work in partnership with the KCC library to promote reading and research skills
- Work to develop staff knowledge of disciplinary literacy terminology and concepts

2.2. The Library

- Actively promote reading for pleasure e.g. through displays, events, reading groups, reading lists and clubs.
- Continue to deliver an induction programme for Y7 students.
- Support teaching staff and students with individual learning projects and reading enrichment opportunities.
- Develop links with the local library and primaries to coordinate reading promotion.

2.3. Teaching and Learning Team for Leading Literacy (Literacy Lead / Literacy Link SLT / SENDCO)

- Act as consultants to departments across the college to help them develop strategies to improve students' literacy skills in their subject areas
- Incorporate regular lesson drop ins which develop literacy teaching in the staffing body
- Develop and distribute the KS2 Transition Literacy Project and celebrate students' completion of this task.
- Develop and deliver staff CPD that supports the whole college literacy strategy
- Provide literary specific coaching for teaching staff
- Administer the standardised testing of reading for Year 7 (Sept + July), Years 8 and 9 (July), new admissions and Year 10 students who have previously received intervention.
- Arrange re-testing and triangulation of data for students with anomalous reading scores
- Develop 3 x weekly group literacy intervention programme for students identified as having literacy difficulties using Lexia which includes a further session.
- Plan personalised targeted literacy intervention using Read Write Fresh Start and provide coaching and training for staff delivering the programme.
- Monitor the progress of students receiving literacy intervention, working with teaching staff to determine future provision.
- Communicate aims and progress of the literacy programme to parents/carers and share the aims with staff via SEND information.
- Disseminate data and evaluate literacy interventions annually to inform future literacy provision.
- Report to parents the outcomes of literacy interventions.

2.4. The Learning Support Department

- Act as consultants to departments across the college to help them develop strategies to improve students' literacy skills in their subject areas.
- Provide strategies and materials for students experiencing difficulties with reading and writing.
- Support students with literacy difficulties to employ exam access arrangements related to literacy.
- Discuss and review literacy best practice intervention annually with ESW SEND Leads.

2.5. Tutors/ Year Leaders

- Be responsible for delivering the KCC Tutor Reading Programme in three tutorial sessions per week using strategies to promote reading accountability and reading fluency.
- Be responsible for promoting reading.

3. Staff Training

- 3.1. Develop staff knowledge of disciplinary literacy concepts, terminology and approaches to teaching e.g. through literacy induction of new staff, regular CPD sessions.
- 3.2. Liaise with JEA (Kingsbridge Research School) to engage with research around effective literacy development and use this as the basis of staff CPD.
- 3.3. Use literacy-related pedagogical principles as mechanism for providing coaching and support via Steplab.