

Local Procedure Title	Literacy
Site	Coxlease School
ACS Policy number and title	
Local Procedure template reference	
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Local Procedure Author(s)	Lisle Smith
Local Procedure Ratification	Checked and Approved by: SLT

1. Literacy Rationale
<p>At Coxlease School, we believe Reading and Writing are equal partners in building a strong foundation for vocabulary, comprehension, and purpose. We understand the importance of creating a sound baseline through Phonics for all pupils to achieve and building a love for reading and writing culture that will naturally motivate our pupils in becoming confident Literacy learners. Our holistic approach aims for our pupils to see themselves as authors, creating ownership and a purpose for writing, as well as providing our students with the skills to become confident and effective readers.</p> <p>Research has highlighted how, as adults, we may take reading for granted. It is noted as the greatest '<i>invention</i>' ever achieved in human history and therefore has provided us with unstoppable opportunities. Through teaching a variety of key reading skills, we are equipping our students with the abilities to succeed socially, logistically, and confidentially.</p> <p>Understandably speaking, reading lends itself to writing and vice versa. Writing is a subject that can bring creativity, individuality, ownership, and a justifiable opinion. However, at Coxlease School, writing comes with natural barriers (as does reading), due to our students' learning gaps. We aim to provide students with a holistic, non-judgemental atmosphere where our pupils gain the confident to own their writing and practise new skills, regardless of learning need. Research states, that writing must feel <i>real</i>, <i>relevant</i>, and <i>meaningful</i> to them for their writing achievements to be successful.</p> <p>At Coxlease School, our reading and writing lessons are separated into stand-alone subjects, not because we feel they differ or need to remain explicit when teaching, but to allow coverage and opportunities for cross-curricular links. We aim to provide an environment of rich vocabulary, with the understanding that language is vital in all subject areas. We also see speaking and listening as a core skill, which can be developed within reading and writing, but also used and developed across our curriculum. Our final aim is for all pupils to leave Coxlease School, with embedded confidence and an appreciation of the core subjects.</p> <p><i>References:</i> <i>Closing the [Reading] Gap.</i> Alex Quigley <i>Real-World Writers.</i> Ross Young & Felicity Ferguson</p>
2. Phonics in Primary
<p><u>Implementation</u></p> <p>At Coxlease School, we respect that learning gaps will remain and widen if not explicitly addressed through the teaching of Phonics.</p>

The teaching of Phonics is timetabled daily and applies to all students who require support in developing sound, fluent skills in reading. We also believe consolidating Phonics skills for our students is essential in securing that 'closed gap' in future reading and writing. We respect that our students' needs vary in basic reading fluency and therefore the teaching of Phonics is personalised, and progress is measured accordingly throughout each term, to ensure our pupils are making expected and/or rapid progress according to their learning needs. At Coxlease School, we have adopted the Read, Write, Inc. Scheme to address knowledge gaps and build our pupils into confident and fluent readers.

Using Read Write Inc. Coxlease Primary pupils:

- Decode letter-sound correspondences quickly and effortlessly, using their phonics knowledge and skills
- Read common exception words on sight
- Understand what they read
- Read aloud with fluency and expression
- Write confidently, with a strong focus on vocabulary and grammar
- Spell quickly and easily by segmenting the sounds in words
- Acquire good handwriting.

Assessment & Tracking

Using the Read, Write Inc. supported materials, our pupils are Phonics 'screened' by class teachers, so pupils can start their Phonics learning journey at the appropriate stage. Pupils are assessed termly, as a minimum requirement, to ensure they are making appropriate progress for their learning need.

Teachers have access to class or individual pupil trackers, which allows them to monitor our students' achievements throughout the academic year.

Further Support

Our staff at Coxlease School have completed the online training to successfully deliver the teaching of Phonics. To continue development and maintain our understanding of the Read, Write, Inc. programme, staff have continuous online access to refreshers, resources, as well as further development opportunities. We have lead staff in Phonics that are on-hand when further support is required.

3. Phonics in KS3, KS4 & Post-16

Implementation

At Coxlease School, we understandably have students that may still require Phonics support in the upper key stages. We feel the most appropriate way to address closing these learning gaps is through timetabled 1:1 intervention, using the Read, Write, Inc. Fresh Start programme. This allows students to receive the learning support they require to be successful in all subject areas involving reading and writing – unarguably a key factor prominent in the National Curriculum.

We feel our KS3, KS4 and Post-16 students' benefit greatly from one-to-one timetabled sessions with our in-house intervention staff. This allows each student to work to their learning needs completing the necessary modules to become fluent and confident readers, whilst receiving continuous support in a nurturing environment.

Fresh Start is delivered to Coxlease pupils by:

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- 1) Teaching pupils to blend sounds together to read words (similar to Primary Phonics)
- 2) The students read the words in the matched Modules. Each Module is carefully matched to the sounds and words they can already read - setting them up for success (33 modules in total)
- 3) After the modules, Coxlease students will be able to independently read 'real' books.

Assessment & Tracking

All students who are believed to require Fresh Start interventions are assessed using the provided assessment tool from Read, Write Inc. resources package. From this, the pupils are matched to the correct module to start their interventions 3x weekly for 20-minute, one-to-one sessions. Progress is monitored and tracked using the individual tracking document provided throughout the intervention.

4. Reading in KS2 & KS3

Implementation

To complement our writing ethos, our students are exposed to a variety of quality texts as well as pupil-suggested reading materials and class novels. We feel at Coxlease School that exposure to different genres allows pupils to respect and understand the purpose of texts and build on reading skills, which can be applied diversely across text presentation and subject content.

Our model of delivery consistently addresses the following key skills:

- Vocabulary
- Infer
- Predict
- Explain
- Retrieve
- Sequence & Summarise

Using **VIPERS**, our students are exposed to essential skills that will contribute to a sound understanding and application for successful reading. We believe this chosen delivery model can be applied cross-curricular and support our students' Literacy journey within each subject. We aim to provide an 'aim high and scaffold down' ethos within our differentiation and achievement expectations. Our planning allows for pupils to experience the same key skill to support with retrieval learning, however presented in different ways. This is to build pupils' resilience and deepening their understanding of the key reading skills.

Reading is delivered as a 45-minute stand-alone lesson, 5x weekly. However, reading at Coxlease is not restricted to discrete teaching and is encouraged throughout all lessons, including problem solving within a mathematical content.

Assessment & Tracking

To Assess our students' reading achievements, they are required to complete a Rising Stars reading assessment each term. Teachers use their judgements as to which age-appropriate test suits each individual and record all results using the Rising Stars tracking tool. From this, teachers can identify areas for development for a group of pupils or on an individual basis. These results support and dictate future reading skill lessons that may need revisiting more so than others.

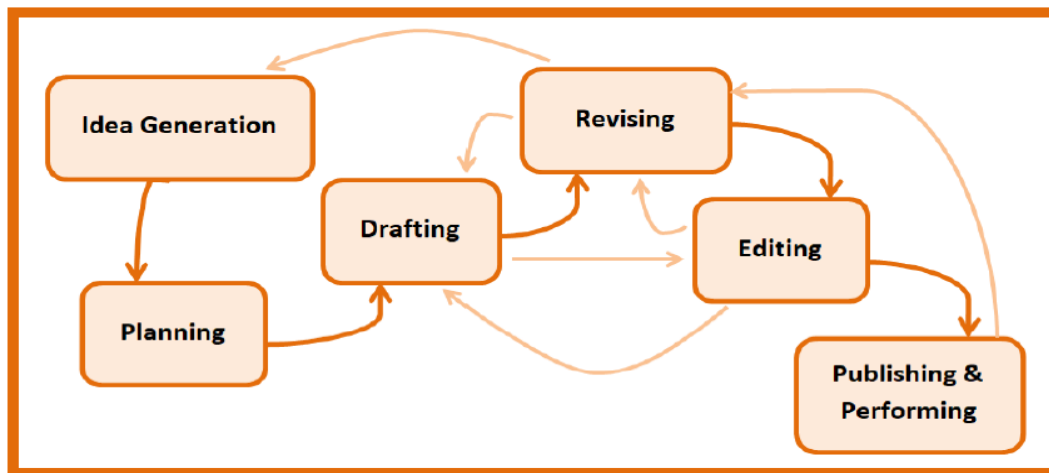
5. Writing in KS2 (Primary) & KS3

Implementation

At Coxlease School, we promote a 'love for writing' culture. We feel that our students need a holistic, nurturing approach to alleviate any previous writing stigma. We deliver this through our 'Real-World Writers' model, which promotes ownership, independence and purpose as part of teacher directed writing projects and child-initiated personal projects.

The Writing Process

We follow a simply and clear delivery model, which applies to all genres of writing:



The writing model intends to support the following:

- Allowing pupils to identify a **real purpose** for their writing
- Identifying a **real audience** and understanding the best way to present the writing to them
- Allowing pupils to **present their ideas** and **take ownership** for their writing
- Learn and practise **spelling, punctuation, and grammar** in a relaxed environment
- **Celebrating** completed project work and writing achievements

Within each 45-minute lesson (5x weekly), students are taught and offered to try new writing skills either explicit to the writing genre or as part of building knowledge and confidence using appropriate spelling, punctuation, and grammar. Our lessons are also designed to encourage new vocabulary and immerse our students in an environment that is vocabulary rich.

Promoting the 'Love for Writing' Culture at Coxlease

As part of our model of delivery, students are also encouraged to take on an independent writing project, which allows them to explore writing techniques, genres, and ideas in a non-judgemental environment. We strongly encourage ownership, so in turn, confidence is built, and progress is made within Literacy. This is reflected through our reading lessons, where pupils are naturally encouraged to use ideas, pinch vocabulary, and model similar to how the author has written.

Assessment & Tracking

To Assess our students' writing achievements, they are required to complete a Rising Stars SPAG assessment each term. Teachers use their judgements as to which age-appropriate test suits each individual and record all results using the Rising Stars tracking tool. From this, teachers can

identify areas for development for a group of pupils or on an individual basis. These results support and dictate future writing lessons when considering the teaching of basic writing skills. Writing pieces are also selected to support with in-house moderation and to identify individual pupils’ working-at level when needed.

6. Literacy in KS4

Implementation

At Coxlease School, our nurture model within Primary & KS3 has developed our students emotionally, socially, and academically, so they are able to access and work towards their English qualifications. English is delivered with a combination of writing and reading 4x weekly (45-minute lessons).

Similar to Primary & KS3, our students are exposed to an array of high-quality texts, which promote rich vocabulary, writing technique and the purpose of genre. Reading techniques are taught like our VIPERS model, but also incorporate AQA suggested materials to encourage effective answers and to allow our pupils to show a greater understanding of the text.

Writing techniques including spelling, punctuation and grammar is taught explicitly to pupils to help prepare for achieving a qualification in Literacy. Also, promoting and supporting students to understand authors choice and the effect on the reader.

Assessment & Qualifications

The qualifications that are offered at Coxlease School, are as followed:

Qualification
<i>AQA Unit Awards / ELC Silver Step</i>
<i>AQA ELC Gold Step</i>
<i>GCSE English Language (and Literature, when applicable)</i>

The use of the pupils’ central documents supports teachers in the decision of appropriate entry level for each individual and regular moderation ensures expected achievement are accurate for all pupils. This includes ensuring our students remain on track and provide the appropriate support, if required.

7. Literacy in Post-16

Implementation

Our Post-16 provision promotes independence and ownership through a balance of taught sessions, target focus time and independent study time (2x taught, 1x BKS – all at 50 minutes).

Following the Functional Skills expectations, students are taught a range of skills in Speaking & Listening, Reading and Writing, which reflect real life concepts. This is to prepare our students for after education and their chosen paths. Teachers demonstrate the skills required to work successfully within a given topic area during their core lesson. This is followed by skill practise with the support of staff to consolidate taught skills. Interventions are on offer for students who may require additional support within that topic area.

Post-16 uses the BKS programme to target areas of need within Literacy. Each pupil completes topic assessments, with the outcome being targeted areas of study, on a personalised basis. This

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effectively encourages students to take ownership of their learning, whilst directing them specifically to a given skill that requires interventions.

Assessment & Qualifications

Our Post-16 provision provides a range of assessment to ensure our students' needs are met and to ensure an accurate level of achievement at the end of the given course. Assessments vary from teacher assessment, assessment through BKSB and annual testing as part of our functional skills qualifications.

The qualifications that are offered at our Post-16 provision, are as followed:

Qualification
<i>AQA Unit Awards / ELC Silver Step</i>
<i>AQA ELC Gold Step</i>
<i>AQA GCSE (when applicable)</i>

Contents Checklist (Local Sites may add additional items – this is a core list)

Arrangements for baseline assessments		Procedures for formative and summative assessment	
How are children and learners assessed?		Examination process or link to separate procedure	
What are the monitoring systems in place?			
Describe the interventions that take place when progress is an issue			

Local Procedure Review History:

Date Reviewed	Reviewer	Summary of revisions
13/09/21	Kayleigh McCarter	Updated policy – new structure for Literacy.