Literacy and Reading Policy

1   Purpose
The development of literacy and Reading skills across all curriculum areas is vital. Effective Literacy across the Curriculum will help develop students' ability to:
- Write for a variety of purposes and audiences, collect information, organise ideas and write accurately to show "what they know" across subject areas;
- Access information and read with understanding and comprehension;
- Speak and listen effectively across a range of contexts, developing their ability to negotiate, hypothesise, present information and extend and clarify their ideas and thinking.

This will have an impact on their self- esteem, motivation and ability to work independently. We believe that we should equip our students with the necessary transferable skills to be fully literate in the 21st century and, as such, literacy is at the heart of the school's core values.

This policy will encourage and support all staff at They Sheffield Private School to assist their students in achieving our shared goal enabling them to become confident and skilled users of the language, across the school.

2   Scope
In 2016 the United Arab Emirates launched its national priority for reading. His Highness, Sheikh Khalifa bin Zayed Al Nahyan, President of the UAE, reminded us that the first verse in the Qur'an is "Aqra" ("Read"), and explained, "As a nation, we have a goal to create and strengthen a generation of lifelong readers, who enjoy books and contribute to a knowledge-based society."

Literacy targets at TSPS are kept under constant review and strategies for further improvement and development are on-going. Whole-staff professional development and involvement in the promotion and provision of literacy is at the heart of improving standards in students' performance across all curricular areas of study.

These will be decided as a result of the external NGRT (New Reading tests)which is a fully adaptive, standardised, termly reading assessment. It offers a personalised experience for each student, ensuring it's accessible for those who are struggling and challenging for those who need to be stretched, so you can get to the root of any problems identified precisely and quickly. Along with our external data we shall also account for in-school auditing to set individual targets, e.g. work scrutiny, observations, departmental review, data analysis (including teacher assessment) and student voice. See audit document for further guidance.

3   Specific Strategies to Include in Planning, Teaching and Learning
- Highlight the importance of subject specific literacy with students.
- Highlight the links between reading, writing and speaking and listening.
- Ensure progression in development in reading, writing, speaking and listening.
See Appendix 1 for additional specific support for reading, writing, speaking and listening.

4   Assessment
- Departments will comment on the literacy skills demonstrated by students observed comprehensively through performance in external progress tests as well as on-going formative and summative assessment. Relevant success criteria will be made explicit to students.
- Departments will take students' literacy skills into account when giving feedback to parents.
- Departments will demonstrate high expectations over the standard and presentation of all written work.
- Use Guided Reading lessons to build students reading skills and spoken language through analysis of data, thus providing effective interventions.
- Assessment of students' literacy skills will feed into future planning.

5   Responsibilities

5.1   Head of Department/ Subject Leader will:
- Work with SLT to audit current provision, the verbal scores to determine priorities and plan strategy;
- Ensure effective development of whole school policy and practice;
- Establish communication and liaison between curriculum areas and opportunities to develop and share good practice through leading the Literacy Group;
- Establish communication and liaison between the school and stakeholders, e.g. parents/guardians, governors and outside agencies;
- Monitor and evaluate the effectiveness of Literacy work across the school with SLT;
- Facilitate and lead CPD.

5.2   Teachers Across all Subject Areas Will:
- Adopt a consistent approach to teaching literacy skills in lessons (see attached strategies);
- Be familiar with and implement a range of strategies aimed at equipping students with the necessary literacy skills to succeed;
- Indicate in schemes of work where skills will be explicitly taught;
- Mark all pieces of work using the literacy marking policy.

5.3   The English Department Will:
- Provide support to other departments as appropriate;
- Make students aware that literacy skills are transferable to other subjects;
- Provide informal opportunities to highlight literacy through a range of events;
- Develop the English language proficiency of their students using EAL. There must be a clear understanding of a student's starting point, and where they need to be to reach their full potential.
- Establish and deliver daily Phonics lessons in KS1 as it is an important tool to develop reading fluency. Phonics teaches students that letters they see written on a page are part of a code which represents the sounds of spoken language, and provides them with the tools to understand that code.

5.4   Parents Will:
- Encourage their children to use the range of strategies they have learned;
- Encourage regular reading for pleasure;
- Promote the use of Readtheory to enhance reading comprehension from Year 2 upwards.

5.5   Students Will:
- Take increasing responsibility for recognising their own strengths and weaknesses and identifying next steps for improvement;
- Take part in all literacy activities, including regular reading and writing tasks;
- Develop their verbal communication so that they are effectively able to use 'Talk for writing' in the classroom;
- Review, Self-reflect and Edit their work to ensure it is of a consistently high quality.

6   Monitoring and Evaluation

Senior Leaders, Subject Leads and Year leads will monitor progress regularly and will report back to staff, parents, students and governors. The following methods will be used:

- Work sampling;
- Observations and learning walks;
- Student interviews;
- Scrutiny of development plans and departmental planning;
- Data analysis.

See Appendix 2 for additional information on marking at TSPS.

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Review August 2021

Appendix 1

Specific Strategies: Reading
Students will have opportunities to:
- Develop research skills using print, media and multi modal texts;
- Develop ability to skim and scan texts, highlighting important information;
- Develop comprehension skills using various reading strategies;
- Develop confidence in handling a variety of texts and develop a love for reading through well-defined exposure in the classroom;
- Develop and build on a sound phonic awareness and use phonics as their first approach to reading.

Teachers will aim to:
- Highlight specific reading strategies to support students, e.g. skimming, scanning, re reading to check meaning, predicting, empathising;
- Highlight structure, layout, format and other "signposts" in texts typical of their subject;
- Support students in developing effective highlighting and note making skills;
- Support students in developing their ability to interrogate texts to access literal and implicit meanings;
- Provide EAL support to students who demonstrate lower levels of proficiency in English and have lower levels of attainment when on an average they should be expected to make the same progress in learning English as the rest of the cohort;
- Highlight phonics in KS1 so that a student achieves fluency and finds reading easy;
- Support students in recognising and challenging bias through a variety of interventions.

Specific Strategies: Writing
Students will have opportunities to:
- Write in a variety of forms for different purposes and audiences;
- Plan, draft and discuss their writing;
- Review different texts, developing their understanding of key features of a range of text types;
- Use the process of 'Talk for Writing' to enhance their understanding of the writing process so as apply vocabulary and language structure more effectively to their writing tasks.

Teachers will aim to:
- Offer student a range of appropriate models for writing and highlight the key features and criteria for success for each one;
- Provide support for effective planning;
- Model writing (e.g. the first paragraph) so students are able to see "how it's done";
- Use shared and guided writing where appropriate;
- Offer opportunities to complete extended pieces of writing;
- Use talk to develop ideas for writing;
- Support students with spelling strategies;
- Develop effective proof reading strategies;

Specific Strategies: Speaking and Listening
Students will have opportunities to:
- Use talk for a range of purposes and audiences and in formal and informal contexts;
- Use talk to develop, extend and present ideas;
- Use talk to hypothesise and test theories;
- Use talk to solve problems and work collaboratively;
- Listen for specific purposes;
- Ask questions to extend their knowledge and develop understanding of a topic.

Teachers will aim to:
- Provide opportunities to present ideas in a range of formal and informal contexts;
- Use questioning techniques (e.g. no hands up, paired talk, use of Bloom's Taxonomy to formulate questions, thinking time, open questions) to extend thinking and generate new questions;
- Use a variety of grouping strategies (e.g. pairs, triads, jigsaw grouping, envoys);
- Support helpful talk behaviours (e.g. building, challenging, questioning, summarising);
- Give students the opportunity to take on various roles within a group (e.g. scribe, chair);
- Model effective listening;
- Provide a clear focus for listening.

Appendix 2

TSPS Primary Marking Policy

MARKING DURING COVID

- Marking policy to be followed for any work carried out in the notebook
- We will encourage self-evaluation and NOT have any peer marking in notebooks.
- Books can be collected on Thursday, kept in the class over the weekend, and then marked only on Sunday to allow 72-hour gap.
- Teachers have the option of using gloves or hand sanitizer while marking.
- Marking on Schoology should reflect two stars and a wish.
- Use of highlighters- pink for work done well and yellow for work that needs to improve.

Students will:

> ✓ Use a green pen to mark their partner's work when asked by their teacher.
>
> (After Covid)
>
> ✓ Use a green pen to self-assess their work
>
> ✓ Use the literacy code to correct any literacy errors in their writing.

In Primary, Teachers will:

> ✓ Check marking.
>
> ✓ Tell students where they are doing well in their work using two stars through Schoology.
>
> ✓ Tell students where they need to improve their work with a wish.
>
> ✓ Will provide students with a SMART target to complete.

In Secondary, Teachers will:

> ✓ Check marking.
>
> ✓ Tell students where they are doing well in their work using WWW (What Worked Well) through Schoology/Teams
>
> ✓ Tell students where they need to improve their work with EBI (Even Better If) or a target statement
>
> ✓ Will provide students with a SMART target to complete.

Marking Code	
✓	Your work meets the lesson objectives
✓✓	Excellent example of completed work against lesson objectives
∼∼∼∼	Your sentence needs to read correctly – reword it.
e.g.	Give examples
^	A missing letter/word – check and correct it.
Literacy Marking Code	
T	Use the correct tense indicated with a circle
P	Use the correct punctuation indicated with a circle
sp x 3	Correct the misspelt word indicated with a circle to write 3 times in the margin
//	Start a new paragraph
NL	Start a new line – phase 1.
C	Place a capital letter where it is indicated

Suggested specific activities)
- One class book studied per term (Primary).
- Read Theory used at home regularly and 'Reader of the Week' is acknowledged in each class through the weekly newsletter (Primary).
- Enhancing vocabulary through a weekly 'word of the week' activity where the child makes connections to its use in a sentence.
- Talk for writing competitions.

Secondary
- Reading log and spelling homework.
- Literacy challenge each week.
- Displays and assemblies to encourage literacy.
- Work put on display, only if accurate or corrected.
- Film students reviewing books and put them on the TV – Pop up Book Review Booth.
- Student librarians.
- Command words from exams used in all lessons.