



Brecon High School Literacy Policy

“Literacy is a bridge from misery to hope. It is a tool for daily life in modern society. For everyone, everywhere, literacy is, along with education in general, a basic human right.... Literacy is, finally, the road to human progress and the means through which every man, woman and child can realise his or her full potential.”

Kofi Annan

Rationale

Literacy underpins the school curriculum - we use the skills every day in order to communicate with and make sense of the world in which we live. Developing pupils' skills in language enables them to communicate effectively, expressing themselves clearly, both orally and in writing. Literacy improves pupils' potential for learning, their self-esteem, their confidence and belief in their own abilities and what they can achieve.

All teachers are teachers of Literacy, contributing to pupils' development of language skills since speaking, listening, reading and writing are integral to all lessons. There is a two-way process where literacy enhances the pupils' subject learning and the teaching of vocabulary contributes to developing language.

Aims

- To raise literacy attainment to maximise the potential of each child.
- To secure progress in Literacy for all pupils.
- To ensure that the teaching of literacy is embedded across the curriculum.

Objectives

We will:

- develop a shared understanding between all staff of the role of literacy in pupils' learning.
- involve all staff in the development and assessment of literacy in their curriculum areas.
- devise whole-school strategies and systems for literacy improvement.
- assess the literacy attainments of all pupils, effectively.
- raise pupils' expectations of achievement.
- develop pupils' confidence and self-expression so they can clarify and express their ideas and explain their thinking.
- ensure that pupils can read a variety of text types fluently, accurately and with understanding.
- provide opportunities for pupils to write coherently on a wide range of topics, using appropriate text types.

Strategies

We will:

- ensure that all staff are given practical literacy support and CPD. This includes support from @Impact Wales who have created a bespoke professional learning package for BHS staff based on detailed analysis of our pupils' data. We will use research in cognitive science and evidence-based strategies to support reading and vocabulary development.
- support staff in identifying opportunities within their subject areas to promote literacy development alongside the use of the BHS Literacy Skills maps which identify literacy priorities across the school year.
- use every available opportunity during the school day to develop pupils' vocabulary (tier 2 and 3 words as detailed in AoLE learning schedules). *See appendix 4 Tiered Vocabulary @BHS*
- allocate time within the school day for bespoke literacy interventions.
- ensure that all pupils experience literacy skills progression, regardless of their academic attainment.
- use baseline assessments to inform planning and monitor and track performance.
- promote good communication between all stakeholders.
- develop the library as a literacy hub to be used for revision, literacy support, competitions, games and puzzles.
- ensure consistency by producing a literacy guide for staff and parents (*Appendix 1 and 3*)
- support pupils by producing a checklist to be used before pupils hand in their work.

Roles and Responsibilities

Lead Practitioner - Kellie Baron

- To promote and monitor the implementation of the Literacy policy and to evaluate its effectiveness.

Senior Leadership Team

- To take an active role in supporting the whole school initiative with the Lead Practitioner, supporting AoLEs in the implementation of the strategies and encouraging colleagues to share good practice.

AoLE Leads

- To lead and support activities in their team and disseminate pedagogy.
- To ensure learning schedules are planned to provide pupils with opportunities to develop their literacy skills fully, according to the Literacy Skills Map and Non-negotiables.
- To ensure that their team monitor and track pupil progress against LNF strands.

Languages, Literacy and Communication AoLE

- To teach literacy skills within the curriculum and offer advice and support to colleagues.
- To track pupils' progress against LNF strands.

Teaching Staff

- To plan and teach lessons that include a literacy objective as per the Literacy Skills Map and Literacy Non-negotiables and focus on the explicit teaching of tier 2 and 3 vocabulary.
- To ensure that Literacy Non-negotiables are a prominent day-to-day feature in lessons.
- Ensure that pupils use their Non-negotiables checklist before presenting their work. (Pupil friendly rubric).
- To promote the 'Word of the Day' and reward correct usage via Class Charts.
- To monitor and track pupils' progress against LNF strands.
- To ensure that pupils respond verbally in full sentences across all subjects to develop their oracy in a confident manner.
- Use a Talk - Model - Write method.
- Use consistent reading strategy - 'Skim-Detail-Scan' method
- Adhere to the school marking guidance.

Registration Tutors

- To ensure that pupils make effective use of registration time to develop their reading, writing and oracy skills using the provided Tutor Time resources.

Learning Support Department

- To deliver specific interventions to groups of pupils and monitor the progress of these pupils.
- To ensure that resources are differentiated.
- To coordinate with departments to ensure in-class support is effective in supporting pupils to make progress.

Parents

- To attend Literacy events run by the school and encourage their children to use taught strategies to improve their literacy.

Pupils

- To take increasing responsibility for recognising their own literacy strengths and areas for improvement.
- To take increasing responsibility in proof-reading and editing before presenting their work.

Governors

It is the role of the Governing Body to monitor and evaluate the effectiveness of this policy and its practice.

Monitoring and Evaluation

The success of this policy will be measured against the following criteria:

- Assessment data that is used to set targets, inform planning and build progression.
- The quality of the opportunities that are identified to improve students' literacy skills.
- The improved quality of pupils' work shown through the tracking process and work scrutiny.
- Improved examination results measured against external criteria.

BHS STAFF GUIDELINES FOR PROMOTING LITERACY

Oracy (Speaking and Listening)

- Lead by example, using Standard English at all times.
- Encourage the correct use of English in the classroom environment and expect full sentences in response. Eg “I know that magnesium is more reactive than copper because.....”
- Challenge students when slang or inappropriate colloquialisms are used.
- Encourage students to correct their own speech when errors are identified.
- Create opportunities for talk in a range of contexts and forms: whole class discussion, small group discussion, paired discussion, individual contribution, role play, etc.

Reading

- Provide opportunities for reading as a class, in groups and individually.
- Encourage reading aloud, if appropriate to the task.
- Encourage further reading around the subject.
- Set reading and research tasks as part of class work and/or homework focused on books/newspapers/online articles etc.
- Promote skimming (get the gist) and scanning (scan for particular information) skills in lessons.

Writing

- Model high standards of presentation.
- All work to be presented with the date and title.
- Discuss and model all pieces of writing – never assume that pupils will know what structure or tone to employ. Use writing frames to aid extended writing for those who need them.

Talk - Model - Write

- Promote punctuation, spelling and grammar (Literacy Non-Negotiables) within any writing task.
- Take every opportunity to expand tier 2 and 3 vocabulary and range of expression.
- Be explicit about what vocabulary or key words you expect to find in any given piece of writing, *(the use of vocabulary ‘starters’ is particularly useful).*
- Insist on the use of full sentences and paragraphs within writing tasks.
- Take opportunities for peer literacy marking, using the literacy marking key. Focus on one or two aspects per opportunity e.g. are all key words spelled correctly?



BHS - MARKING FOR LITERACY

| Symbol | Improve your... | Action |
|-----------|---------------------------|--|
| sp | spelling | Write the words that you have misspelt out three times. Use the look, cover, spell, check method. |
| c | capital letters | Rewrite the sentence starting with a capital letter. If you've forgotten to use a capital 'I', write out the sentence: I am important; therefore I should always use the capital 'I'! |
| p | punctuation | Rewrite the sentence using the correct punctuation. Remember: Full stops end sentences, commas join parts of sentences together. Apostrophes show something belongs to someone/something OR that part of a word is missing. |
| // | new paragraph | Read through your work. Start a new paragraph every time you start writing about a new TIME, PERSON, TOPIC or PLACE. Remember the TIPTOP rule. |
| ss | sentence structure | Reread the sentence. Does it make sense? Ask your partner or teacher for advice, then rewrite the sentence so that it makes sense. |



BHS - LITERACY GUIDE FOR PARENTS

Did you know?

Parental involvement is the number one predictor of early literacy success.

NEA

The impact of reading for 20 minutes per day:

| Child A | Child B | Child C |
|--|--|--|
| 20 minutes additional reading at home everyday | 5 minutes additional reading at home per day | 1 minute additional reading at home per day |
| 60 hours per school year | 15 hours per school year | 3 hours per school year |
| 1,800,000 words per school year (one million, eight hundred thousand words) | 282,000 words per school year (two hundred and eighty two thousand words) | 8000 words per school year (eight thousand words) |
| By the end of Y6, 60 whole days' reading | By the end of Y6, 12 days' reading | By the end of Y6, 3 days' reading |
| Reading scores usually within 90% range | Reading scores usually within 50% range | Reading scores usually within 10% range |

Motivating Pupils to Read

- Encourage your child to read at least three times a week.
- Let your child read at their own pace.
- Provide your child with books that match their reading age and interests.
- If your child is reluctant to read books, encourage them to read other reading materials such as magazines, comics or newspapers.
- If your child is finding it difficult to follow the line of text, use a ruler so that they can follow the line.
- Encourage your child to use titles and pictures to help understand the text.

- Ask your child questions based on what they have read to check whether they understand what they are reading.
- Put the subtitles on the television; your child will absorb the sight of the words and their sounds.
- Have a dictionary available for your child to use when they come across a new word.
- If your child struggles to read a word, ask them to say one syllable at a time and then put them together.
- Set a good example. It is hard to encourage your child to read if you are not reading yourself.
- Have a good range of magazines, newspapers and other reading materials around the house.
- Join a library or encourage your child to visit the school library.
- Download books onto tablets using the kindle app.

Punctuation

- **Capital Letter**
Capital letters are used at the start of a sentence, when we use the word 'I' and for the names of people, places or things. Capital letters are also used for days of the week, months, postcodes, titles and initials.
Now I am going to do my homework for Mrs Jones.
- **Full Stop**
Full stops are used at the end of every sentence, except for when there is a question or exclamation mark. Full stops are followed by a capital letter.
I am going to the skatepark on Saturday.
- **Question Mark**
A question mark is used at the end of a sentence to show that a question has been asked. Rhetorical questions do not need an answer.
Where is the office?
- **Exclamation Mark**
An exclamation mark is used to show that someone is angry or surprised, for words that are spoken sharply or a command.
What an amazing piece of work!
Sit down!

- **Comma**

Commas are used to separate items in a list and when there is a pause in the sentence.

Before playing tennis, I am going to go shopping.

I am going to buy jeans, a T-shirt and some shoes.

- **Apostrophe**

An apostrophe is used in a shortened version of a word to show there are letters missing or to show ownership.

Don't do that!

Here is James's bag.

- **Colon**

A colon is used to explain or provide an example of what has already been mentioned.

I got lots of presents: a new phone, some clothes and a new DVD.

- **Semicolon**

A semicolon is used to link two sentences that are connected. Semi-colons are also used for lists with several words in each item.

It rained all day; I knew that my match would be cancelled.

- **Speech Marks**

Speech marks are used to show when somebody is speaking.

"What's that noise?" said the man.

- **Paragraphs**

Paragraphs are used to change topic or to introduce a new idea in writing

Parts of Speech

- **Common Nouns**

Common nouns are used for names of things, e.g. *book, pen*.

- **Proper Nouns**

Proper Nouns are used for names of people, titles, towns and countries, e.g. *Brecon*

- **Personal pronouns**

Personal pronouns replace nouns, e.g. *I, you, he, she, we, they*.

- **Adjectives**

Adjectives describe or modify a noun, e.g. *a fierce dog*.

- **Verbs**

Verbs describe actions, e.g. *she plays football.*

- **Adverbs**

Adverbs describe the action of a verb. Adverbs often end in -ly, e.g. *he shouted loudly.*

- **Preposition**

A word that connects two nouns, two pronouns or a noun and a pronoun, e.g. *the cat sat on the mat.*

- **Conjunction/connective**

Conjunctions/connectives link parts of text together, e.g. *I play football and rugby.*

Confusing Words

| | |
|--|---|
| <p>It's: it is or it has. Its: belonging to someone/something e.g. the dog chased its tail.</p> <p>You're: you are. Your: belonging to you.</p> <p>There's: there is. Theirs: belonging to them.</p> <p>They're: they are. Their: belonging to them. There: a place.</p> <p>Here: a place. Hear: to listen.</p> <p>Where: a place. Wear: to dress.</p> | <p>Two: number 2. Too: also, more than enough, e.g. too big, too slow. To: movement to somewhere.</p> <p>Of: preposition. Off: opposite of on.</p> <p>Know: knowledge of something. Now: at this moment.</p> <p>Affect: to change of influence something Effect: the result of change or influence.</p> <p>Allowed: to permit Aloud: using a voice.</p> <p>All together: with each other Altogether: in total or in its entirety.</p> <p>Practise: to practise my spelling Practice: spelling practice</p> |
|--|---|

Spelling Rules

- **ie/ei**

I before e, except after c, e.g. believe, ceiling.

Exceptions: weird, seize.

- **Plurals**

Most plurals add -s.

Words that end in -x, -sh, -ch, -zz, -ss add -es, e.g. lunch, lunches

Words that end in -y add -s if there is a vowel before the -y, e.g. key, keys. When there is a consonant before the -y, the ending changes to -ies, e.g. baby, babies.

Words that end in -o often add -es, e.g. volcano, volcanoes.

Words that end in -f or -fe change to -ves, e.g. knife, knives.

- **Prefixes**

Prefixes are added to the beginning of words, e.g. happy, unhappy, appear, disappear, place, replace.

- **Suffixes**

Suffixes are added to the end of words, e.g. wash, washing, washed. Words that end in -e drop the final -e before adding -ing or -ed, e.g. stare, staring. When adding -ing or -ed, double the last consonant after a short vowel sound, e.g. drop, dropping, dropped.

- **Compound Words**

All letters of base words are included, even though they are not always heard e.g. cupboard, bedroom.

- **Advise/advice**

Use 'ce' for nouns and 'se' for verbs, e.g. advice (noun), advise (verb), practice (noun), practise (verb).

- **Question Words**

Most question words start -wh, e.g. what, where, why, which.

Spelling Tips

You hear with your ear.

The word separate has "a rat" in it (separate).

Donkeys, monkeys - there are keys in donkeys and monkeys.

The word here is also in its opposite there.

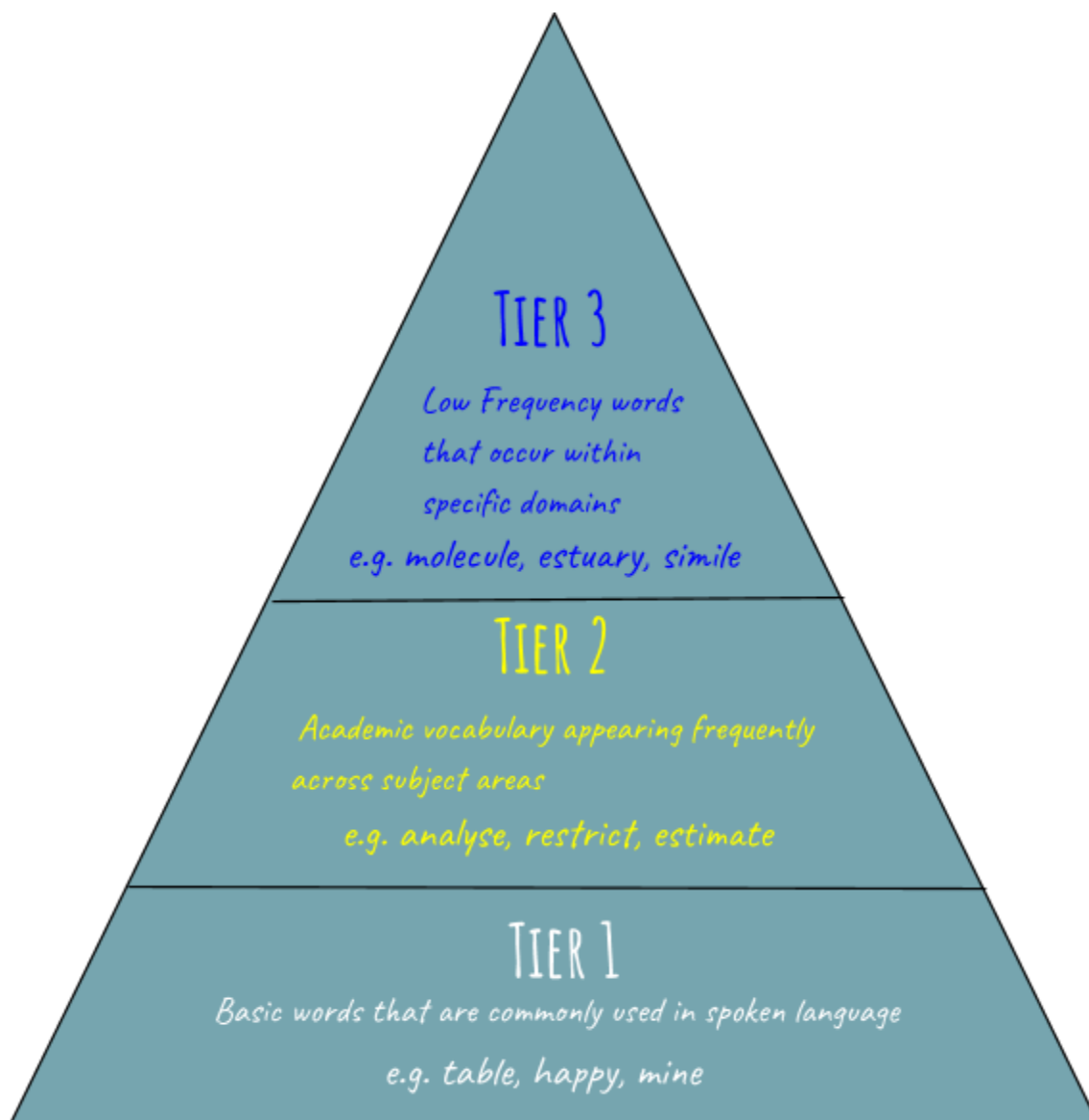
Villain - A villain is one who lives in a villa.

There is no word in English ending in '-full' except full e.g. thankful, grateful, spoonful.

Difficult Words to Spell

| | |
|-------------|-------------|
| advice | interesting |
| advise | library |
| believe | mischievous |
| because | necessary |
| beautiful | occasion |
| business | possession |
| different | practice |
| desperate | practise |
| definitely | queue |
| foreign | receive |
| frightened | separate |
| February | Wednesday |
| grammar | weird |
| independent | |

TIERED VOCABULARY @ BRECON HIGH SCHOOL



IMPROVES

VOCABULARY

READING

IMPROVES

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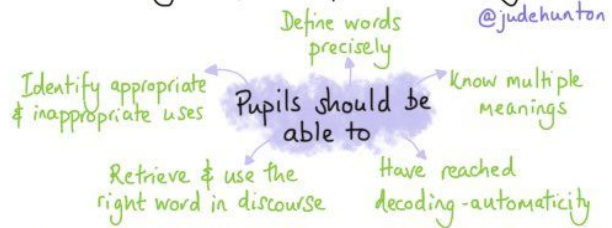
Beck & McKeown's Guide to LEARNING more WORDS

From a research article in 'Impact' the journal of @CharteredColl

"Education depends upon reading, and all reading depends upon vocabulary."

High-vocabulary pupils:

- * know more words
- * know more about words
- * Comprehend what they read better
- * Have improved cognitive processing



"The more general academic language pupils have, the better equipped they are to read a range of texts."

Introduce words through explanations in everyday connected language, rather than dictionary definitions
Eg. 'abhor' is to really hate a thing



Provide several contexts in which the word can be used.
If only one context is provided the pupil tends to stick with just that context so multiple contexts are critical



Get pupils to interact with word meanings right away.
Active learning is more effective e.g. using questions "Is a commotion more likely in a library or a playground? Why?"



Provide many encounters with target words.
Require pupils to notice & record real-world use of target words outside the classroom.



Provide examples, situations & questions that are interesting
Relate examples to the pupils' own current experience

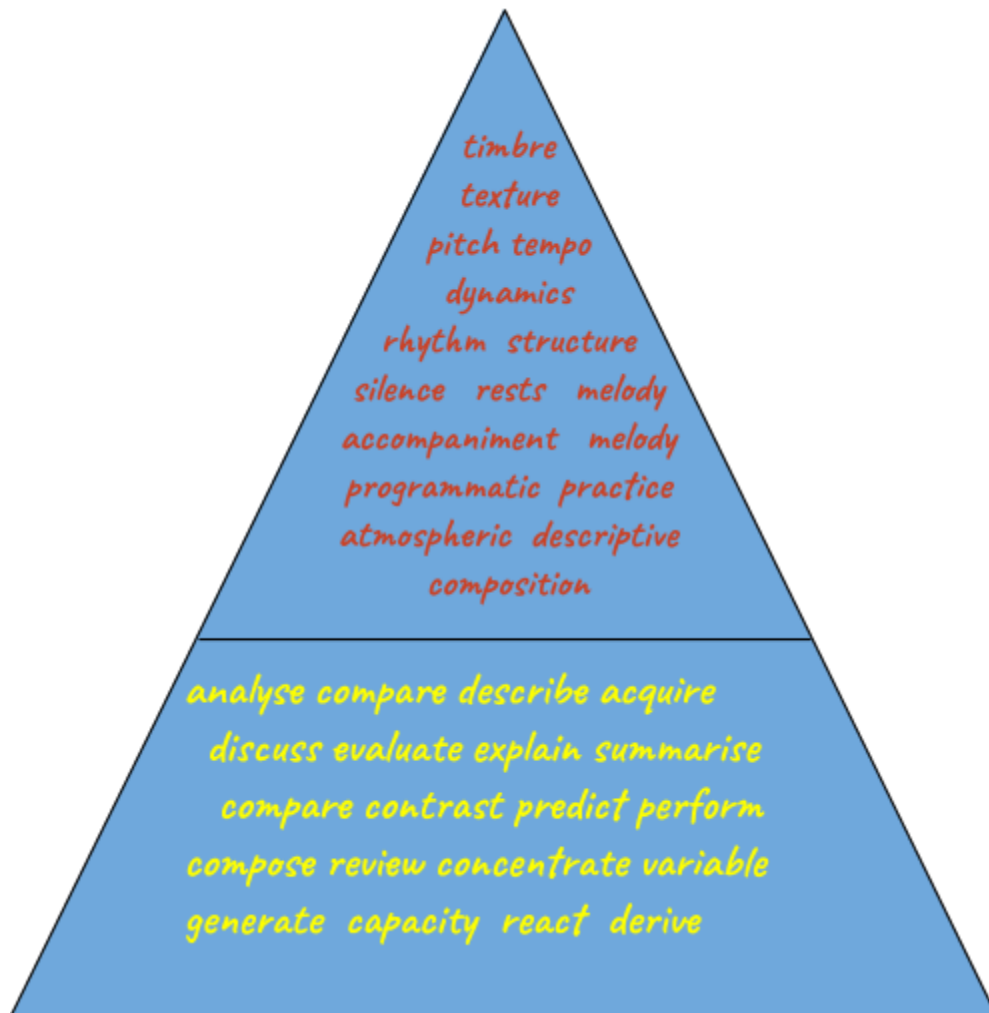


Develop activities that require pupils to process meanings in deep thoughtful ways.
e.g. give 3 examples of when people may quarrel.

@ImpactWales

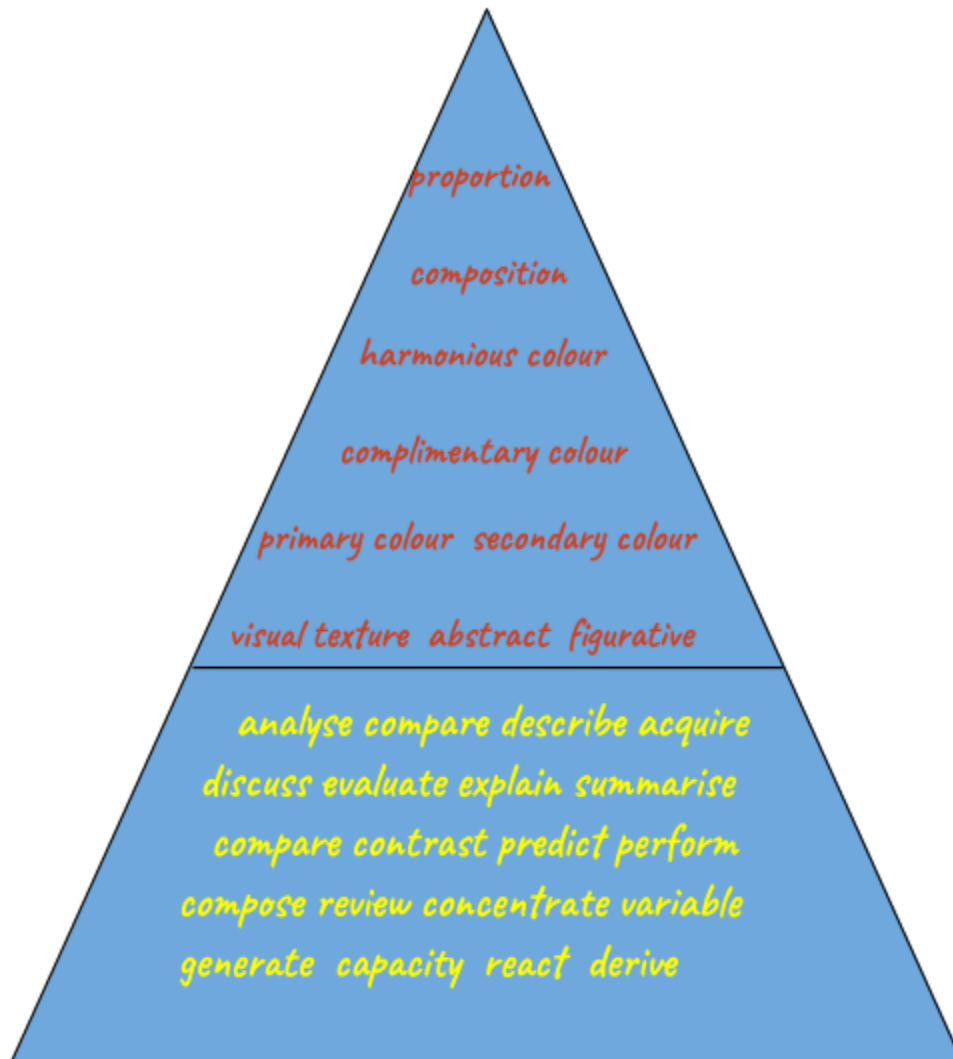
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EXPRESSIVE ARTS: MUSIC



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EXPRESSIVE ARTS: ART



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EXPRESSIVE ARTS: DRAMA



WORD OF THE DAY

Surreptitiously

Definition:

Adverb

1. obtained, done, made, etc., by stealth; secret or unauthorized; clandestine: a surreptitious glance.
2. acting in a stealthy way.
3. obtained by subreption; subreptitious.