



Literacy Policy

Date: January 2025

Review date: January 2026

Approved by Advisory Board: January 2025

Linked with other policies:

- Feedback and Assessment Policy
- Curriculum, Learning and Assessment Policy
- Library Policy

Signed:

A handwritten signature in blue ink that reads "S. Day" followed by a horizontal line.

Version Control

Version	Date of review/change(s)	Page and paragraphs affected	Summary of update
1	February 2023		New policy
2	February 2024	P3 Intent	Added: (where possible)
		P3 Implementation	Added: The team is supported by the Deputy Head who has strategic oversight of Literacy
		P4 Fresh Start	[Key Stage 4 have a short session..] 'every morning' changed to 'twice a week'. Last paragraph added re. introduction of Nessy
		P4 Guided Reading Groups	last paragraph added re. tiered approach
		P5 Reading for Pleasure	Added: reward based reading challenge to motivate students to read regularly outside of school.
		P6 Links with Home	Added: 'and Half Termly Curriculum Newsletters'
		P6 Reading Dog	Visits from Sid, from Pets as Therapy.
		P6 Impact [Fresh Start Intervention]	Added: From January 2024, this has been supplemented with the online Dyslexia friendly platform 'Nessy'. Literacy Assessment Online twice yearly. Dyslexia screening .
		P6 Reading Rewards	'Platinum' [award] added
		P9 Oracy and Writing	Added: Students will regularly read aloud and discuss ideas ..
		P10 Key Stage 4	Added paragraph: 'Students are given a wide range of oracy experiences...'
		P13 Assessment and Recording	Paragraph removed re. Talk for Writing framework
		P13 Speaking and Listening - Implementation	Added: Teaching handwriting through targeted intervention
3	January 2025	Throughout	'Earwig' replaced with Arbor
		P4 Technology Support	Detail expanded re. Reader pens
		P6 Impact	1 st paragraph amended/expanded ('bespoke assessments'; Earwig removed)
		P7 Key Stage Four	Earwig changed to Arbor and subsequent 3 paragraphs added
		P7 Writing	2 nd and 9 th bullet points added
		P8 Barriers to Learning	Bullet points expanded
		P8	'In key stage 4..' paragraph added (writing poetry)
		P9 English Lessons	'Three' changed to 'four' vertical groups [Stage one] 'two groups' added
		P10 Fresh Start	'Guided Reading' changed to 'Reading Groups' 'And test spelling..' replaced by 'explore new vocabulary...'
		P10 Impact Key stage two and three	'As with other areas of literacy...' added. [spelling tracked] 'biannually' changed to 'annually'
		P11 Key Stage Four	2 nd paragraph expanded
		P14 Review	SENDCOs
		P15 point 5	[half termly] 'in line with the Fresh Start programme' added

Intent

The National Literacy Trust defines literacy as

'The ability to read, write, speak and listen in a way that lets us communicate effectively and make sense of the world'.

Our vision at All Saints School is 'Achievement for All'. As a staff we are united in our desire for all our students to achieve the highest levels of literacy available to them. By the time they leave our school, we aim for them all to be reading as fluently as possible in order to: access the full curriculum, achieve qualifications, unlock the opportunities available to them at the next level of education and training and to be able to function fully as an adult in society. We want to give all our students the gift of being able to express themselves clearly and effectively through the written word and through spoken communication in order to live as rich a life as possible in school and the wider world. Our staff recognise that literacy underpins the whole curriculum and efforts are made to address the specific Literacy needs in all subjects and lessons.

A high proportion of students arrive at All Saints School having had adverse experiences of reading. At All Saints we are relentless in our pursuit to alter negative attitudes about reading and to ensure that every single student leaves us having achieved their potential and with a love of reading.

At All Saints School we are aspirational and want all our students to achieve the following in the three strands of Literacy: Reading, Writing and Speaking and Listening.

Reading

Intent:

- Leave Year 11 able to read fluently (where possible) to reach a reading age of nine years or above.
- Enjoy stories that are age appropriate whatever their reading age is.
- Actively read for pleasure and recognise it as a core part of education, regardless of their background or attainment.
- Have exposure to a wide range of texts in a variety of different situations.
- Develop the habit of reading widely and often, for both pleasure and information
- Appreciate the pleasure that can accompany reading fluently and the wider benefits of proficient literacy skills.
- Become comfortable with library systems in school and beyond and recognise the benefits of visiting them
- Appreciate our rich and varied literary heritage

Implementation

Teachers use the Key Stage 2, 3 and 4 National Curriculum to inform all medium and short term planning; we teach a broad and balanced curriculum which caters for a full range of differing needs and abilities and develops reading, writing, speaking and listening. Reading aloud regularly to students helps to build the 'cosy' association with books and stories which some of them may not have experienced at home and to ensure that the words and ideas of great authors are accessible to all students regardless of their own reading ability.

Our Library is seen as a central resource and students and staff are encouraged to use it wherever possible as a learning resource and a positive space to engage with learning (see library policy). The school has a Literacy Lead and two Literacy Assistants with responsibilities for Fresh Start and the Library, we also have a student team of Literacy Leads. The team is supported by the Deputy Head who has strategic oversight of Literacy.

Reading is a priority across the school. All our staff are trained to ensure they are able to facilitate the Fresh Start Intervention programme. We keep up to date with the latest research about reading and are constantly updating and developing our systems to ensure we are implementing the best possible approach to reading across the school.

Reading Intervention

Fresh Start

At All Saints School, we teach phonics using the Ruth Miskin Fresh Start intervention programme. Every student is assessed and the phonic intervention is delivered robustly where necessary to ensure fast progress and success. In the Lower School this is timetabled four times a week and in Key Stage 4 identified students have a short session first thing twice a week. Children progress through the phases at different speeds, and very small staff/student ratios and regular testing enable us to deliver very specific intervention to their challenge points. All staff are fully trained and the tutors all commit to regular coaching time to ensure that their delivery is as confident and effective as possible. For a handful of students who have dyslexic tendencies and plateaued on the Fresh Start system, we will blend Fresh Start sessions with Nessy -an interactive dyslexia friendly approach to reading and writing. Relevant staff will be trained to support identified students with this.

Guided Reading Groups

KS2 and 3 Students who have moved through the programme or arrive with us as fluent readers have guided reading sessions to develop their reading comprehension. during Fresh start time. They will focus on reading aloud and sharing whole texts together. Reading groups have a tiered approach and students graduating from the Fresh Start intervention will move to Ruth Miskin anthologies and 'News Detectives (non-fiction) texts from the portal, they will graduate to short stories from different cultures and then to whole texts.

Technology Support

Some of our students will benefit from Reader Pens which we provide for them, train them in using and encourage them to use. Using these may become the normal way of working for a student and so we can apply for them to be given as an exam concession in any formal examinations. and encourage them to use. We also encourage students to listen to audio books, using Kindle, tablets and spoken text.

Reading for Pleasure

As a part of being aspirational for all our students, we actively encourage reading for pleasure and recognise it as a core part of every student's education, regardless of their background or attainment. We make reading a key part of our curriculum and expose students to a wide range of texts in a variety of different situations. We have a robust reward based reading challenge to motivate students to read regularly outside of school.

All our students have access to a wide range of texts/books as a part of the curriculum and to read independently. These include:

- fiction and non-fiction books
- picture books (age appropriate)
- poetry
- plays
- magazines and comics/graphic novels
- newspapers
- internet based texts (Google Chrome Books)

·Texts that have been created to support the Fresh Start Intervention scheme and are targeted at different levels of phonic understanding.

Staff

At All Saints the teachers and other adults have the important role of fostering a love of reading with the students. This is done through a wide range of activities:

Staff regularly read aloud to students throughout the school. These books are chosen carefully to complement the curriculum. Effective reading aloud time is about creating a positive reading experience to engage students, so teachers model their enthusiasm for books and reading them.

Staff interact with the students during this reading time, sharing thoughts, putting on voices and using actions and asking questions to improve comprehension.

All staff encourage a love of reading and promote the reading of a wide range of books. As role models to the students, staff model themselves as readers by discussing their own reading experiences with students. Staff also encourage reading for pleasure by ensuring that students can use the library, that they can choose books to read at home from the take home books selection and that they record and get rewarded for wider reading.

Resources are available and promote reading. All children have access to the school library, each form group has a designated form slot and the library is accessible throughout the school day. We have stocked book boxes in classrooms which are connected to the curriculum and students are directed towards books they will find interesting and that are accessible for their independent reading. We encourage our parents to be supportive of reading and know that some books, whilst challenging for the student, will be accessible with shared reading at home.

Literacy Leads

We have a team of Literacy leads from each class who are familiar with the library processes and promote a love of reading across the school. They will be involved in planning and delivering World Book day, in supporting other members of their class to choose and take out Library books, will support the library induction for new students and staff and help drive literacy initiatives across the school.

World Book Day

We celebrate Book Days to promote the enjoyment of reading with activities for the day based around reading and the sharing of experiences, books and authors. Authors will be invited into school to share their experiences with the students and hold workshops when appropriate. A group of students who have been particularly committed to reading for pleasure will visit a local bookshop to choose new books for the library and collect books for world book day.

Links with home and parents/guardians

Students take home school books to read with parents or independently. Parents/Carers can sign the student's planner to confirm this.

Information about book days/activities is shared with parents via the school website/newsletter and Half Termly Curriculum Newsletters.

Use of the school library (see library policy)

All Students have a weekly timetabled library slot during form time when the Librarian is present. Primarily this time is used for the students to browse the broad selection of books and choose what is of interest to them.

Reading for Pleasure across the Curriculum

At All Saints we recognise that students often want to read more about the subjects they are learning within the curriculum. To facilitate this, we have a range of books linking to areas of learning, new stock is specifically chosen to support the curriculum. At Key Stage Three these are in classes in book boxes and are woven into form times and schemes of learning.

'Reading Dog'

Sid, (From Pets as Therapy) is our reading for pleasure dog who visits the library on a weekly basis and students can volunteer to read to him on a rota.

Professional Development and Support

Professional support, coaching, training and guidance is made available for staff to support their understanding and develop their skills in promoting reading for pleasure through:

- Staff meetings and INSET
- Discussions with SLT and Curriculum Leader
- Discussions and good practice within teams
- Wider reading/research on 'Reading for Pleasure'

Impact:

Bespoke assessment statements have been created by the staff team to match our reading curriculum. These have included NAPS, National Curriculum statements and GCSE/AQA award assessment objectives. The statements are used by teachers for planning and are RAG rated to show progress and depth of understanding. They can be used across the Key Stages. At Key Stage Three, we have interlinked reading and writing statements to show the duality of the two areas within literacy.

The Fresh Start intervention is assessed half termly, the data is analysed by SLT and the Fresh Start Literacy Assistant and where progress is concerning, actions will be taken to find out why and support will be put in place. We have an annual review with the Fresh Start professionals to ensure we are making optimum progress. From January 2024, this has been supplemented with the online Dyslexia friendly platform 'Nessy'.

Literacy Assessment Online - Twice yearly all student will complete the online Reading assessment to measure reading ages. This measures comprehension and works in conjunction with Fresh Start assessments to get an overview of progress.

We carry out a dyslexia screening which enable staff to identify specific areas of cognitive need to inform their planning. Staff have all received training on this from our Dyslexia Lead.

Reading Rewards - A reward system is in place where students receive credits for reading, these culminate in Bronze, Silver, Gold and Platinum Awards. Awards will be celebrated in assembly and during classes. Termly reward trips take place for homework and reading.

Key Stage Four

Both GCSE and AQA Award English courses involve reading a wide, varied and challenging set of texts and a development of linguistic knowledge, building on the skills learnt at KS3. The assessments for these track the

development of skills they have learned further down the school and are recorded on Arbor and through the AQA systems.

One of the most challenging aspects of reading in the GCSE curriculum is the decoding and comprehension of unfamiliar and archaic language in the 19th century and Jacobean texts. We support students with this by teaching skills needed for encountering unfamiliar language as well as discreetly teaching the crucial vocabulary for comprehension of such texts.

Another challenge is the range of different text types, eg: play scripts, novels, blogs, autobiographies and poems which each require a slightly different approach from the analytical reader.

Finally, the nonfiction reading incorporated into the English Language course is challenging for students to fully understand due to the need for skills of inference, identifying a writer's tone and determining that writer's viewpoint and opinion. Our particular intention in this part of the course is to equip students with the necessary degree of critical thinking to be able to determine when a writer could be misrepresenting facts or trying to portray events with a heavy or undue bias.

Writing

Intent:

In their time at All Saints, we want all our students to feel able to:

- write fiction and non-fiction in a way that is organised and at least phonetically readable.
- to be able to adapt their style, tone and content to suit the text type they are writing
- access the wider curriculum and exam system at a level that is appropriate to their ability.
- feel supported to write in a way that is appropriate for dyslexic, ADHD and ASD styles of learning.
- write as clearly, accurately and coherently as they are able, adapting their language and style in and for a range of contexts, purposes and audiences
- develop strategies for structuring ideas into a longer piece of writing.
- communicate fluently through the written form - especially if speaking is hard for them
- write with confidence in life, outside and beyond school.
- to write to persuade and to inform, enabling greater independence in adult life.
- share their perspectives, ideas and opinions through writing.
- create their own imaginative worlds and experience the joy of storytelling.
- develop a vocabulary that facilitates strong written communication.
- appreciate different forms, styles and genres of writing.
- experience a sense of the joy and pride in writing

Implementation

Barriers to Learning

Many of our students will join the school with concerns about writing, these are some of the things they have communicated to us:

- lack of confidence, fear of making a mistake or getting it wrong.
- not liking ideas to be fixed on a page.
- overwhelmed by the scope of a task, not able to order or organise thoughts into one piece of writing.
- limited vocabulary.
- concerns about spelling limiting vocabulary choices.
- difficulties getting started and finding a way into the task.
- feeling overwhelmed when asked to produce a longer piece of writing.
- unfamiliarity with analytical thought processes.
- not having a rich reading background providing ideas or reference points to draw from/ exposure to a variety of different types of writing.
- inability to evaluate their own or others' written work consciously.
- lack of engagement, feel like writing is boring.
- not recalling the objective of the written task when working independently.
- cognitive load of holding in mind what to do when writing to meet many different objectives.
- limited life experience makes it hard to imagine worlds beyond what they have personally experienced.
- reluctance to redraft or even reread work once it is written. Leads to an inability to spot errors and make improvements.
- lack of emotional resilience when receiving feedback and points on which work could be improved.
- anxiety that others will think they are showing off for writing too much or too fluently.

We adopt a whole school approach to writing which is purposeful, accessible and effective across the curriculum. It is evident that engagement is key to successful writing and where possible, we will write with purpose and make the task relevant and engaging for individuals.

In key stage 4 we also prioritise writing poetry alongside our study of a published collection to encounter the possibilities of expressing oneself in a form which allows us to throw off some of the other pressures and stipulations of grammar and even standard English. This generally encourages students to write in a low risk setting and ignites creative possibilities for them. It is a part of the course which usually increases engagement and in doing so accelerates progress.

To help students structure their thoughts and support cognitive load we teach using the following system: (See Appendix One)

Progression through the School.

At Key stage 2, students will see the journey like this:

Step	Phase	Completed?
1	Planning	
2	Crafting	
6	Reviewing	
10	Sharing	

In Key Stage Three and Four most students will add depth to this model as they plan:

Step	Phase	Focus	Completed?
1	Planning	Exploring	
2		Generating	
3	Crafting	Modelling	
4		Organising	
5		Drafting	
6	Reviewing	Sharing	
7		Evaluating	
8		Revising	
9		Editing	
10	Sharing	Publishing	

English Lessons

At All Saints School, it is typical that there will be a wide range of abilities and needs within a class.

We run four vertical groups for one lesson a week to focus on English Language skills and the craft of writing for Key Stage 3 students. This will ensure that writing remains aspirational and we are meeting needs across the spectrum of ability.

Stage One (two groups) will focus on the fundamental aspects of SPAG, developing vocabulary and sentence construction.

Stage Two will build upon the foundations and begin to learn strategies for structuring and developing ideas.

Stage Three will develop confidence in creating longer pieces of writing across a range of forms. They will develop strategies for planning, writing and reviewing their work, working towards the skills required for GCSE English language.

The remaining English lessons will continue to blend English Literature with English language. Teachers will meet regularly to discuss need and progress and share what is being learned so it can be embedded across the wider curriculum. In order to ensure that the technicalities of writing do not inhibit ideas and creativity, in these lessons we will follow EEF's advice and:

“Have accurate spelling, grammar and handwriting as a main focus only at the reviewing and publishing stages.”

Writing Across the Curriculum

Across the curriculum, students will be encouraged to identify the purpose of their writing. The four main areas are:

- Describe
- Narrate
- Inform
- Analyse or persuade

This will be explicitly taught through the English lessons but utilised across all subjects.

All staff receive training on the All Saints approach to writing to ensure consistency across year groups and subjects. We use graphic organisers to support the different types of writing and share and encourage the use of key vocabulary in all different subjects.

Oracy and Writing

“Reading and writing float on a sea of talk” - James Britton.

Research shows that talking through ideas before writing will greatly improve engagement, confidence and outcomes of writing and our students have told us that they find this very helpful. As well as widening ideas and sharing viewpoints, talking helps us to make sense of our thoughts and ensure we have found the best vocabulary for the task.

Students will regularly read aloud and discuss ideas during the planning stage of our writing and will be encouraged to present work orally and participate in debates

All our students have weekly Drama sessions and teachers regularly use Drama strategies such as hot seating, teacher in role and role play to generate ideas and interest to support planning. Encouraging oracy will also support the varying speech and language needs identified through individual EHCPs.

Fresh Start and Reading Groups

Our Fresh Start Intervention programme includes spellings as a part of the weekly cycle and Reading groups will teach and replace with explore new vocabulary as it arises in the texts being shared together. These sessions will also expose students to a range of different high quality texts which will inspire and develop their own writing.

Impact:

Key Stage Two and Three

As with other areas of literacy, we measure impact using Arbor statements. These have been created by teachers using the National Curriculum standards, Norfolk Assessment Pathway and GCSE assessment objectives as a guideline. Teachers will regularly RAG rate students on these competencies, using observations, formative and summative assessments to track and monitor progress. Spelling will be tracked annually using Literacy Assessment online. This progress is shared and reviewed with parents and carers throughout the academic year during Parent/Teacher Academic Review meetings, Interim and end of year reports.

In Key Stage 3, students will be able to move between the vertical writing groups depending on their progress

to ensure that they have the right balance of challenge and support.

Key Stage Four

All students are given the opportunity to complete certificated courses that recognise and reward their hard work and skills in English. The two pathways we currently offer are the AQA Entry Level Unit Award Scheme and the AQA GCSEs in English Language and Literature. Students are taught in groups according to their need and follow the pathway best suited to their individual abilities and skills.

Students are given a wide range of oracy experiences in order to make contributions, ask questions and share their understanding in a range of formal and informal situations. We use a variety of stimuli, speaking and listening in pairs, groups and regularly conduct discussions as a class. We model and explicitly teach new and challenging vocabulary and subject terminology, which is suitable for the text, situation or purpose.

Students will use what they learn to evaluate the impact of a text on themselves and others. They will be encouraged to identify the writer's viewpoint and perspective in no-fiction texts, draw comparisons and express their own viewpoint on a variety of genres with accuracy, fluency and imagination. In their own writing, students will be focus on writing accurately, fluently and imaginatively for a variety of audiences across different genres.

To raise the profile of writing at All Saints School, we aim to share writing regularly with other members of staff, across year groups, in assemblies and via Twitter and the Newsletter. Postcards home and Head Teacher's awards will share success with parents. Work can also be shared on the personal best boards in classrooms.

Handwriting

Intent

As a school we aim for all our students to:

- experience coherence and continuity in learning and teaching across the school
- develop a recognition and appreciation of pattern and line
- understand the importance of clear and neat presentation in order to communicate meaning clearly
- take pride in the presentation of their work
- be able to write to aid expressing themselves creatively and imaginatively across the curriculum and for a range of purposes.
- use their skills with confidence in real life situations.
- develop a fluent and legible handwriting style by end of KS2.

Knowledge, Skills and Understanding

By the end of KS2 students should be able to:

- Write legibly, using upper and lower-case letters appropriately and correct spacing within and between words
- Word process short narrative and non-narrative texts

Teaching and Learning

Teachers will prepare the students for writing tasks by ensuring:

- Posture check, feet flat on the floor, back touching the chair
- Teacher modelling
- Students practising independently with teacher model, then from memory
- Sessions should be fun, varied and multi-sensory
- Whiteboards and pens are ideal for practice purposes as mistakes can be wiped away.

Students are encouraged to:

- Develop gross motor control
- Develop fine motor control
- Use a range of mark making tools such as pencils, pens and crayons, with confidence and enjoyment
- Develop a recognition of pattern
- Develop a language to talk about shapes and movements

Inclusion

While the majority of students are able to write legibly and fluently some students need more support due to underlying issues in any of the following skill areas:

- Dysfunctional pencil grasp (i.e. a grasp which appears to cause or contribute towards hand pain/fatigue, illegibility and/or slow writing speed. Many unconventional grasps are, however, entirely functional)
- Fine motor skills (i.e. strength and coordination of small intrinsic movements in hands and wrists)
- Gross motor skills (e.g. posture, core strength and shoulder stability)
- Sensory processing (difficulties processing proprioceptive, tactile, vestibular or visual input can, for example, impact upon pencil pressure, grasp, control/learning of movement patterns, ability to copy from the board, contrast sensitivity, ability to maintain visual attention on page, motivation etc)
- Visual-perception (including recognising differences between letters, identifying a letter presented in a different way/format, positioning letters correctly in relation to a line or one another and being able to visualise shapes and letters)
- Visual-motor integration (i.e. the ability to translate visual information into a motor response such as pencil control. This may, for example, affect a student's ability to copy shapes/letters or make necessary adjustments to what the pencil is producing as they write, despite being able to recognise errors).

Teachers of students whose handwriting is thought to be limited by any of these problems should liaise with the SENDCO or specialist teacher to develop a programme designed for the individual child. This may involve extra handwriting sessions and access to extra resources. Other areas that could be considered are posture, lighting, angle and height of table, modified paper, pencil grips or adapted writing implements, sensory strategies etc. The school OT can be contacted where appropriate and as a matter of course where fine motor, gross motor, sensory processing or visual processing difficulties are identified in student's EHCP.

Where handwriting becomes a barrier to learning despite relevant strategies and interventions being tried, a decision will be made by the teacher, specialist teacher and SENDCO around alternative ways of recording. All teachers will be aware of the specific needs of **left-handed students** and make appropriate provision:

- paper should be positioned to the left for right handed students and to the right for left handed students and slanted to suit the individual in either case;

- pencils should not be held too close to the point as this can interrupt students' line of vision;
- students should be positioned so that they can place their paper to their left side;
- left-handed students should sit to the left of a right-handed child so that they are not competing for space;
- extra practice with left-to-right exercises may well be necessary before students write left-to-right automatically.

Teachers are alert to the fact that it is very difficult for left-handed students to follow handwriting movements when a right-handed teacher models them. Teachers demonstrate to left-handers on an individual or group basis, even if the resulting writing is not neat.

The learning environment

All students will be provided with writing equipment and any other additional resources such as grips, slopes, line guides etc.

The contribution of handwriting to other aspects of the curriculum

ICT

The growth in the use of word processing and desktop publishing has increased students' awareness of the importance of presentation and the variety of handwriting styles/fonts available. Students are encouraged to evaluate a range of fonts and to select whatever is appropriate to suit particular purposes.

Teachers discuss handwriting and presentation in all subjects and aim to model good handwriting themselves. Teachers are **explicit** about different types of handwriting for example, personal note-taking or best handwriting for presentation, but remember not all the students will be able to achieve this.

Teachers aim to make handwriting relevant to the curriculum, by providing a purpose to the work where possible, encouraging the students to view handwriting as part of an overall presentation.

Writing on an interactive whiteboard - teachers

- Accurate handwriting is ensured, writing as neat and legible as possible.
- Where possible the board is calibrated and the thickness of the pen or stylus amended as required
- Legibility of different 'ink' colours is taken into account. (Red, for example, can be hard to read from a distance)
- The pen or stylus is held at a 90° angle and firm pressure used.
- Visible access is ensured for all children to see the whiteboard clearly
- Templates or gallery can be explored in IWB software, to include lined and squared paper to guide handwriting and offer a better model.

Assessment and recording

Teachers assess handwriting on a regular basis each half term on Arbor. All students will have a handwriting assessment once they have enrolled at All Saints. We have a system for teaching handwriting which is delivered through targeted intervention to students who need it. Teachers aim to ensure that when marking written work, comments about neatness are kept in proportion in relation to those about content and/or meaning.

Review

This guidance will be reviewed in line with the school's policy review programme. The specialist teacher and SENCO are responsible for reporting to the Advisory Board about the quality of its implementation and its impact on standards. In the light of this, guidance amendments may be made.

Speaking and Listening

Intent

We aim for all our students to:

- use the spoken word to communicate ideas, thoughts and feelings
- speak with confidence (or use alternative methods of communication where appropriate)
- understand the art of conversation and how speaking takes different forms.
- acquire a wider vocabulary, and further their understanding of grammar and knowledge of linguistic conventions
- develop their listening skills in order to acquire knowledge and learn from others
- have the opportunity to improve their speaking by explaining clearly their understanding and ideas, expressing their needs, making formal presentations and participating in debate

Implementation

Our students are encouraged to:

- Learn to speak with confidence and clarity, to be respectful speakers and listeners
- To communicate feelings and emotions and to listen to the needs of others.
- To use speaking and listening to skills to describe, discover and understand the world around them
- To practise these skills during Literacy lesson, circle time, show and tell, paired work, drama sessions and group work in every lesson.

We have developed an Oracy framework and trained staff to ensure that oracy is embedded across the curriculum and not seen as a separate subject. The framework develops skills under four areas: cognitive, physical, social and emotional and linguistic. These skills are developed to support communication and also to access a higher level of understanding of the taught curriculum.

This begins in the Lower Juniors and develops throughout the school, with Drama being taught as an Intervention in every year group. Our students have opportunities to present, perform, discuss and debate in every area of the curriculum and we have an annual Nativity play which is performed to families and the Advisory Board members.

Drama

All students have a weekly Drama lesson which focuses on speaking and listening skills and building positive communication. Where appropriate these lessons support the wider curriculum, for example exploring a play script that relates to a particular topic.

Speech and Language Sessions

We subscribe to Speech Link (www.speechandlanguage.support) and have weekly intervention sessions for KS2 and 3 focusing on speech and language skills. At KS4 students are identified who require additional support and intervention is given to meet their individual needs.

Social Skills

In addition to the weekly Drama sessions, we have weekly social skills intervention time exploring aspects of spoken communication. At KS4 this takes place in PSHE lessons and during form time.

Key Stage 4

There is also a spoken language component in GCSE English and the AQA Award and ASDAN courses which assess students' ability to speak confidently and audibly; and to listen to, and build on, the contributions of others.

Impact

Speech and Language at Key Stage 2 and 3 is assessed annually using the online assessments with Speech and Language Support programme.

All students have targets that are recorded in their planners which are reviewed termly and one of them will always be a Literacy target. Teachers and TA will agree these together with students so that they feel invested in the target and what they need to do in order to achieve it.

Literacy is a part of the monitoring schedule and SLT will have a focused week of observations annually to quality assure the implementation and impact of literacy across the school.

Literacy is considered across subjects in marking of written work.

Feedback and Quality Assurance of Literacy at All Saints

- Feedback is given to students in a variety of ways, from verbal feedback to formal marking and online assessment (see Feedback and Assessment policy)
- Teacher Comments = Green Pen
- Learners to complete work using pencil or blue or black pen (where possible) dependent on year group. Where possible, live marking will take place as our students have reported that this is the most helpful to them.
- Staff are very aware of individual needs and will ensure feedback is positive and encourages progress.
- The Fresh Start intervention is assessed half termly or in line with the Fresh Start programme; the data is analysed by SLT and the Fresh Start Literacy Assistant and where progress is concerning, actions will be taken to find out why and support will be put in place.
- All students have targets that are recorded in their planners which are reviewed termly and one of them will always be a Literacy target. Teachers and TA will agree these together with students so that they feel invested in the target and what they need to do in order to achieve it.
- Literacy is a part of the monitoring schedule and SLT will have a focused week of observations annually to quality assure the implementation and impact of literacy across the school.

Appendix One - System for Approaching Writing (Devised from research by Staff)

Step	Phase	Focus	Strategies
1	Planning	Exploring	Finding a hook to gauge interest and purpose. This could include reading a text, discussion, drama and research.
2		Generating	Coming up with ideas to refer back to during the writing process. Mind maps, graphic organisers, bullet points and tables.
3	Crafting	Modelling	Live modelling using visualiser. Examples from teacher, student examples, other writers.
4		Organising	Noting down key ideas and setting out a logical order. Bullet points, tables, flow charts, graphics - can be as simple as the numbering of ideas generated in stage 2.
5		Drafting	Producing a first draft. This will usually be carried out in a quiet environment - always following the plan created in stage 4. Some students will benefit from having this broken down into separate chunks of time, or from having a checklist to show progress through their ideas.
6	Reviewing	Sharing	Work is shared with staff and peers individually, in pairs, small groups or the whole class. Feedback could be verbal or written. Where possible, live feedback has the highest impact. A visualiser could be used. Pre-planned questions can help to focus peer feedback and ensure it is helpful. The class might receive different types of feedback according to needs.
7		Evaluating	Ensure writing is effective and on task by re-reading and checking success criteria. This can be self-monitored through questions like 'Have I made good vocabulary choices?' Am I answering the question? Bookmarks with SPAG reminders can be used. Feedback from peers and staff during stage 6 should also be considered. Some students will benefit from a mini action plan to carry out in step 8.
8		Revising	Embed changes based on feedback and self-evaluation.

			Redraft writing - or sections of writing.
9		Editing	Make sure work is accurate and coherent. Can use checklist bookmarks again to look for SPAG content and make use of a dictionary and thesaurus.
10	Sharing	Publishing	presenting the finished piece to others. This might be handing in to teacher, or could be displayed as a personal best, shared with families, on website, posted or added to an anthology of work.