



<b>POLICY FOR</b>	<b>LITERACY</b>
<b>PERSON RESPONSIBLE</b>	<b>LITERACY COORDINATOR</b>
<b>REVIEW DATE</b>	<b>DECEMBER 2024</b>
<b>NEXT REVIEW DATE</b>	<b>DECEMBER 2026</b>
<b>APPROVED BY</b>	<b>HEADTEACHER</b>
<b>APPROVAL DATE</b>	

### Rationale

We believe that the development of an effective literacy skillset – oracy, reading and writing – is fundamental to every pupil achieving his or her potential. We use these skills every day in order to communicate with, and make sense of, the world around us. Central to our ethos is a belief in the value of reading a range of literature for pleasure. We aim to seek opportunities to direct our pupils toward this virtuous cycle: the more you read for pleasure, the better reader you become, consequently increasing your engagement. At The Malling School, we recognise that at the heart of improving literacy skills is the opportunity to practise them every day, with an implementation of additional interventions for those who fall behind. Every member of staff at TMS is a teacher of literacy and is encouraged to find a range of opportunities to develop pupils' literacy through clear vocabulary instruction, specifically teaching and modelling academic voice, promoting oracy, and demonstrating reading fluency.

### Aims:

- To test all pupils reading age on entry using New Group Reading Test (NGRT). This test measures sentence comprehension and paragraph comprehension, placing each pupil in a stanine. These correspond with the likely outcome of a pupil's English language GCSE result stanine.
- To continue to close the reading age gap for all students through identifying needs with NGRT.
- To identify pupils using data through NGRT and implement bespoke interventions for all students in stanines 1 – 4.
- To have all KS3 and year 10 pupils engage in collective reading twice a week during form-time, reading selected extracts over each school year to increase oracy, vocabulary, and cultural capital.
- To raise pupils' own expectations of their achievement and increase standards and aspirations.
- To develop our reading culture by encouraging pupils to read every day for at least 20 minutes.
- To celebrate the library as the heart of the school, through KS3 library lessons and a focus on reading for pleasure.
- To identify and apply a range of opportunities to develop oracy through Speaking and Listening GCSE English, The Debate Society, Journalism Club, and Interview Day during Careers Week.
- To celebrate reading for pleasure through whole school assemblies, rewards and competitions, and World Book Day.

- To model Standard English in lessons and around the school.
- To promote accurate punctuation, spelling, and grammar in lessons and around the school.
- To offer KS5 pupils the opportunity to explore literacy in English as an international language through the International Baccalaureate.

### **Requirements of implementation for oracy**

- All teachers will develop a range of opportunities for pupils to develop oracy through the TMS Great Teaching Model and during period one in the collective read.
- SWAT behaviour policy allows pupils to engage in oracy activities – questioning, structured speaking and listening – free from low level disruption.
- The Literacy Team will continue to develop opportunities for pupils to develop oracy through faculty and whole school opportunities, including our annual Strictly Come Reading competition to celebrate World Book Day.
- Selected students with EHCP will receive bespoke Speech and Language Therapy.

### **Requirements of implementation for reading**

- Regular testing through NGRT will measure pupil progress in reading across the course of the academic year.
- We provide KS3 pupils four tiers of reading intervention.
- Parents will be contacted about reading interventions put in place.
- KS3 Pupils within comprehension stanine 1 will receive bespoke small group phonics-based intervention.
- KS3 Pupils within comprehension stanines 1, 2, and 3 will receive Lexia Power Up, a computer-based intervention, that takes pupils out of their ethics lessons twice per fortnight. It helps improve phonological awareness, phonics, vocab, comprehension, fluency, structural analysis, and grammar. It is run by literacy lead TAs.
- Year 7 and 8 pupils within comprehension stanine 4 will receive Building Reading Stamina, a one-to-one intervention with a specialized teacher, requiring pupils to be taken from lessons for 15 minutes twice a week. It focuses on identifying a pupil's exact reading needs – whether structural, meaning, or visual – and provides a range of strategies to develop fluency, along with the development of comprehension and inference. It is for pupils with a fair understanding of phonics but who have little in the way of reading strategies.
- Year 8 and 9 pupils in comprehension stanine 4 will receive Inference Training, a group intervention, that takes pupils out of two period 1s per week. It is run by literacy lead TAs and is offered to pupils who can read at sentence level but struggle to combine meaning within paragraphs and whole texts. It is for pupils who need extra support with comprehension.
- Targeted pupils will have the opportunity to read aloud to teachers and Year 12 students who have volunteered their time to help improve pupils' reading fluency.
- All KS3 pupils have a library lesson once a fortnight. Half of the lesson explores a short text using reciprocal reading strategies. The second half of the lesson involves either silent reading or group reading in the library. All KS3 pupils are expected to have a library book.
- All Pupils in KS3 and year 10 engage in the collective read twice a week during form-time. This provides an opportunity to engage with extracts that they would not necessarily be able to access or enjoy on their own.
- Books in the library are arranged by genre, and pupils are assisted in choosing their next read through posters, displays, and librarian recommendations. Twice a year, we hold competitions to encourage reading for pleasure, where pupils are encouraged to read and review a range of selected new texts, receiving rewards along the way.
- Staff have access to a reading ages. Staff use this information to support struggling readers in their lessons, increase fluency, and model the reading process to improve pupils' access to texts.
- Pupils are encouraged to register for a Kent County Council Library Card.

### **Requirements of implementation for writing**

- Teachers will model and scaffold academic writing, including subject specific and high-level vocabulary.
- KS3 English lessons explicitly teach excellence in writing through a range of research led strategies, including planning and structuring paragraphs and essays, and instruction on strategies for sentence construction.
- All teachers will model and promote accuracy of punctuation, spelling, and grammar within their subjects.
- All work will be presented with full date and title.