



# Le Rocquier School Literacy Policy 2024-2025

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*“Literacy is a fundamental human right and the foundation for lifelong learning. It is fully essential to social and human development in its ability to transform lives. For individuals, families, and societies alike, it is an instrument of empowerment to improve one’s health, one’s income, and one’s relationship with the world.”*

- UNESCO

## **Rationale:**

At Le Rocquier we believe that all teachers are teachers of Literacy and that all pupils deserve the right to high quality teaching of Literacy to support them through school and life beyond. Being literate is the ability to read, write, speak and listen in a way that allows us to communicate effectively and make sense of the world. Lacking vital literacy skills holds a person back at every stage of their life, therefore it is crucial that our pupils learn and value the importance of possessing good literacy skills.

As a result, Le Rocquier have established the Literacy Hub to support this need for good literacy. It is made up of the Literacy Lead, Literacy Coordinator, the MLL Lead, Head of English and Learning Resource Manager. This HUB has been established in order to ensure that Literacy is being planned for, taught and evaluated across all areas of the curriculum as well as outlining a plan that supports literacy outside of the classroom and across the community.

## **Aim:**

As a result of our analysis, including a large percentage of year 7 pupils below their reading age, we believe that there are three key areas that we can improve on at Le Rocquier school based on the advice given by the EEF on Literacy in Secondary Schools and are going to implement across the school:

1. Prioritise Disciplinary Literacy across the curriculum.
2. Targeted subject specific vocabulary teaching.
3. Develop a culture of reading across the school and community.

In order to support these aims we will continuously support staff through CPD sessions run by the Literacy Hub, support pupils with literacy through high quality teaching and learning as well as literacy support through intervention and we will support parents through our learning resource centre. We have

developed a more strategic testing system which gives greater detail on pupil data including decoding, fluency and speed as well as training teachers in phonics.

We aim that all learners are able to:

- Understand a range of text types and genres and can read for meaning across subject specialisms.
- Have a suitable technical vocabulary to articulate responses across subjects.
- Read with more confidence, fluency and understanding.
- Have an interest in reading and words, including reading for pleasure and demonstrate a growing vocabulary.
- Look to improve their reading age.

*‘Students should be taught in all subjects to express themselves correctly and appropriately and to read accurately and with understanding’ (QCA Use of Language across the Curriculum)*

### **Roles and Responsibilities:**

**Senior Leadership Team:** Lead and give a high profile to Literacy. Support the LiteracyHUB by dedicating CPD to Literacy training, ensure that Literacy is at the core of quality assurance and support reading across the Le Rocquier community.

**Literacy co-ordinator:** Coordinates whole school initiatives and supports departments in the implementation of strategies, encouraging the sharing of good practice as well developing a reading culture across the school community. Uses data to ensure that pupils receive the correct Literacy interventions.

**English Faculty:** Provide pupils with knowledge, skills and understanding they need to read, write and speak and listen effectively in order to be successful in all subjects and beyond the classroom.

**Teachers across the curriculum:** Contribute to pupils’ development of language, since speaking, listening, writing and reading are, to varying degrees, integral to all lessons. Plan lessons that include ‘disciplinary Literacy’, subject specific and targeted vocabulary and support a culture of reading across the school and community.

*‘Demonstrate an understanding of and take responsibility for promoting high standards of literacy and the correct use of standard English, whatever the teacher’s specialist subject.’  
(Teacher standards September 2012.)*

**Learning Resource Manager:** Support staff and pupils with resources that support Literacy learning. Help coordinate whole school Literacy events that involve the whole community.

**Pupils:** Take increasing responsibility for recognising their own literacy needs and making improvements in their reading and writing across all curriculum subjects.

**Parents/Guardians:** Support the school in the development and implementation of this policy. They should: encourage their children to use the range of strategies they have learnt to improve their levels of Literacy; encourage full use of the library and other borrowing facilities available to pupils.

### **Evaluation:**

## 2023-2024 Evaluation:

In terms of improved reading age, we have seen an 11% increase in reading ages across Key Stage 3 in the first term meaning that more pupils are reading on or above their chronological age.

The focus has been on developing a reading culture this academic year and we feel we have made positive strides on this with the introduction of termly literacy competitions that involve all of Key Stage 3, Literacy Superstar Awards, Literacy challenges in Year 8 and our library opening evenings that have seen members of our community use our facilities.

The launch of 'The Big Read' has also happened and we are looking forward to teaming up Peter J Murray and Medina publishing for our work on the Jersey Files.

*This policy will be reviewed every year for the first three years and then every two years. The first year is an introduction to some of the changes being implemented in the hope that we can slowly build to ensure that we are following all the steps recommended by the EEF.*