LANGUAGE AND LITERACY POLICY

Date: September 2018

Falinge Park High School Language and Literacy Policy

Document Control

Organisation	Falinge Park High School
Title	Language and Literacy Policy
Author	SJ York
Filename	
Owner	SJ York
Subject	Language and Literacy
Review date	Annually July

Revision History:

Revision Date	Reviser	Previous Version	Description of Revision
July 2018	SJYork	Literacy policy	Revising the whole policy to include language and literacy development of all students, including EAL, English first language

Document Approvals – This document requires the following approvals:

Approval Sought From	Name	Date

Document Distribution – This document will be distributed to:

Individual/Group	Job Title/Group Type	Distribution Date
SLT		

All teaching staff		

Rationale

Language is an important conveyor of power, identity, class, cultural and racial attitudes and relationships.

The language we use with each other is integral to building positive relationships and should consistently embody the school's vision and values in the way that we conduct ourselves, in the language we use and in our interactions with others.

The inability to develop appropriate competence in language can be a barrier to achievement, equality for all pupils, good relationships and happiness in life.

Falinge Park High School is therefore committed to developing the literacy and language of all students so that they develop the skills required to cope confidently in all areas of the curriculum and to help them meet the demands and opportunities of further education, employment and adult life.

The language we use unlocks our individual and collective potential.

Definition of Literacy

Literacy involves the communication skills of reading, writing, speaking and listening. There are also new forms of literacy, including the ability to locate, evaluate, use and communicate using a wide range of technologies including electronic text, visual, audio and video sources.

The communication skills of reading, writing, speaking and listening are important in every subject. Each subject has its own literacy demands with subject specific vocabulary, content, concepts and skills. Key literacy skills in reading, writing, speaking and listening will be taught primarily in English lessons, however these skills will be reinforced and applied with accuracy across other subjects. It is the responsibility of all teachers, in all subjects, to be explicitly developing students' literacy skills, and this should be reflected in schemes of learning and lesson plans.

We are committed to valuing and promoting pupils' literacies in languages other than English as we recognise that there are cognitive advantages in being bilingual and that competence in first language literacy supports the development of literacy skills in English.

General Principles

- All pupils come to school with a wide and diverse range of language skills and repertoires. All students have an entitlement to language development in their mother tongue, English and one or more other languages – heritage or modern Foreign Language.
- Language acquisition and development are continuous, dynamic processes.
- The educational and language needs of the pupils are interdependent.
- Language and literacy is the core of thinking and learning and is therefore a primary factor in accessing the whole curriculum and in educational achievement.
- Pupils should be encouraged to use all their language and literacy resources in their learning.
- Access to the curriculum is the entitlement of all pupils and should include an entitlement to having their linguistic needs met, their communication skills developed and their language and literacy repertoires extended.
- Language and literacy are best taught within the context of the subject.
- Therefore, pupils who are not yet fluent in spoken English or the language of the curriculum, are entitled to receive planned support for their oracy and literacy skills. This includes English first language pupils who need to develop a more academic register.
- The language attitudes and experiences that the school provides for pupils can have a profound effect on their language acquisition and development and ultimately on their level of achievement and it is therefore important that bilingualism and multilingualism is interwoven into the whole fabric of school life.
- A language policy needs to be an integral part of a whole school equalities policy to enhance the educational achievement of black and minority ethnic pupils (BAME) as well as bi and multilingual pupils.
- Our practices and the quality of our provision for developing language and literacy should be continuously monitored and reviewed by the school, teachers and parents.
- All teaching staff will benefit from support and training to enable them to support the language and literacy development of the children they teach.

Language and Literacy Experiences of Students

- Some students already have good language and literacy skills which have been developed in their primary school, and at home. These students still need their language and literacy skills developing to meet the needs of a

Secondary School curriculum. These students will provide good models for students with less developed skills.

- Some English first language pupils have not fully developed the language and literacy skills needed for secondary school. They lack the academic language required for success.
- Some students already have good language and literacy skills in two or more languages.
- Some students are beginner EAL learners who have never learnt to read or write in any language.
- Some students have missed some or all of their primary education and have not fully developed the language and literacy skills needed for secondary school.
- Some students have statements of SEN with language or literacy needs.
- **All** these diverse groups benefit from teaching that develops their language and literacy.
- In this school, **77%** of the school population are bilingual. Most of these students are already orally fluent in everyday English. However, they are not all fluent in the academic language of the secondary curriculum which is the key to exam success.
- As students progress through the secondary school, the language and literacy demands of the curriculum **increase** and students need to develop a wider range of language skills, in particular making the transition from spoken to written forms. They also need to be able to adopt different styles (genres) to meet different purposes and audiences. Some of these genres are familiar from primary school, for example narrative writing in English or explanations in science. Secondary school subjects have a wider variety of written genres and these need to be explicitly taught.

Supporting Bilingualism and Multilingualism

It is essential to recognise that being bilingual or multilingual is not a learning difficulty.

Compelling learning embraces bilingualism and multilingualism because:

- Multilingualism and linguistic diversity enrich the ethos of the school, increasing the linguistic and cultural awareness of staff and students.
- Competence in first language helps the development of additional languages.
- There are cognitive advantages in being bilingual in terms of flexibility of thinking, supporting learning and giving access to an additional linguistic and cognitive resource.

- It supports access to the curriculum for bilingual pupils, particularly those at the early stages of acquiring English and facilitates the transfer of skills acquired through the first language thus ensuring academic progress from starting points including prior learning from other countries.
- It enhances pupils' self-esteem and identity.
- The aim should be to support the development of bilinguals and multilinguals – individuals competent in two or more languages, to add an additional language rather than replace one language with another.
- Therefore we will promote linguistic diversity by supporting and maintaining the use and application of first languages in school and developing and extending language skills at all levels for pupils.

Language assessment – pupils with English as an Additional Language

We are committed to a fair and meaningful process of assessment for learners with English as an Additional Language. This should be one that pays attention to the distinctive learning needs of these pupils, supports language learning development and is focused on raising achievement.

Therefore we will:
- Carry out accurate formative assessment of language.
- Provide meaningful feedback which focuses on what students can do well and what their next steps are.
- Use this assessment to inform collaborative planning and teaching.
- Contribute to formative and summative assessment of curriculum subject content that takes account of learning through an additional language
- Ensure that all EAL learners are assessed annually for their proficiency in English so that appropriate strategies can be used to develop language in the classroom.
- Contribute to the identification of EAL learners who may have special educational needs, making explicit recommendations based on findings from a range of assessment procedures to inform planning and teaching.

Supporting Language and Literacy Development

Language and literacy are best taught within the context of subjects so all teachers need to give attention to language and literacy development within their own subjects. Taking account of the range and complexity of language in subject areas from years

7-11, teachers will create a curriculum that gradually develops the language and literacy skills needed for pupils to succeed.

All teachers will need to consider language demands alongside the content of the curriculum and plan how they can support pupils to develop oracy and literacy appropriate to their subject.

- In **speaking**, students will be taught to speak articulately in a range of contexts and for different purposes, encouraged to use correct Standard English when appropriate;
- In **listening**, students will be taught how to actively listen to others and respond and build upon their views constructively;
- In **reading**, students will be taught strategies to help them actively read with understanding, to locate and use information, to follow a process or argument, to infer, analyse, and synthesise;
- In **writing**, students will be taught the correct spelling, punctuation and follow grammatical conventions. They will be taught to organise their writing in logical and coherent forms;
- Students will be taught the **academic vocabulary** necessary for success. This will include tier two and tier three vocabulary.

Members of the School Community

All pupils will:
- be mindful of the language they use with each other so that it builds positive relationships and respects our diverse community;
- play their part in raising the profile of other languages in school and help to foster linguistic and cultural awareness, encourage tolerance, and celebrate diversity;
- feel proud of all their language resources and use them for learning;
- take personal responsibility in order to develop their own language and literacy skills to meet needs of the curriculum;
- actively take part in opportunities to develop their language and literacy skills such as My FPHS, Falinge Reads, Library lessons, guided reading.

All Staff will:
- adhere to the school policy and whole school directives on literacy and language development;
- play their part in raising the profile of other languages in school and help to foster linguistic and cultural awareness, tolerance among pupils and combat racism;

- recognise their responsibility to model the language we wish pupils to develop. This means using language appropriately for the context in which we use it, either formal or less formal, and appropriately for our purpose. It does not mean abandoning regional accents. It does not mean always using tier 2 vocabulary if that is inappropriate;

- in all interactions with students, model the language of compelling behaviour from the Compelling Behaviour Policy;

- be mindful of the language they use with each other. Even when under pressure or when feeling conflicted, staff will build positive relationships by showing empathy and respecting the views of others. This doesn't mean avoiding challenging conversations but these will be undertaken through open, honest dialogue.

- take opportunities to develop the basic interpersonal communication skills of early stage EAL learners by greeting, asking questions, speaking more slowly (but naturally!), smiling, repeating key words and phrases and using gesture and body language to support understanding;

- take opportunities to develop the cognitive and academic language proficiency of all students;

In addition to the expectations for all staff, teaching staff will:

- participate in the reading and the discussion activities provided for Falinge Reads;

- plan lessons which provide opportunities for students to apply and re-inforce their reading, writing, speaking and listening skills, promoting independence;

- use appropriate differentiation strategies to ensure that the material they use is accessible – but suitably challenging - to all students in their class, making use of all student data available to aid this;

- engage in planning with EAL teachers in partnership where available to ensure language development takes place in a planned way. This should specify clear language inputs and outputs so that there are opportunities for formative assessment of both language production and understanding of content;

- ensure that the physical environment of the classroom is used to facilitate/promote literacy and language development; including pupils' first languages;

- teach students the academic vocabulary needed for their subject and display key words, including tier two and tier three vocabulary, with symbols / definitions to help reinforce meaning in classrooms;

- ensure that students have access to a dictionary and thesaurus where appropriate;

- promote high standards of presentation, including handwriting;

- use the create framework to shape thinking when planning schemes of learning and lessons;

Consider	What opportunities are there to explore ideas orally and collaboratively?
	How can I model and teach the key subject language needed?
	What tier 2 vocabulary do students need in order to understand new concepts and how can this be taught?
	What texts do students need to read and how can their reading be guided to support learners with diverse needs?
	What types of written tasks do pupils need to carry out and how can these be framed to support students at different levels?
	Are lessons planned to ensure that the EAL or learning support teacher have opportunities to develop language and literacy?
Respond/**R**eframe	Do I need to **reframe** my questioning to model the use of vocabulary and the language and structures needed to understand and show understanding?
	Do I need to **reframe** writing tasks to ensure the language and literacy needs of the students are being met and developed?
	How will I **respond** to students to **reframe** their language use and model a more academic use of language?
Evidence	What **evidence** do I have which will help me understand the diverse literacy and language backgrounds and needs of all the students in my class?
	KS2 data
	Reading ages
	EAL Proficiency Codes
	Midyis
	Sims marksheets
	EAL Language targets
	Students' oral and written responses
Action/**A**ccelerate	What approaches and strategies can I use which will benefit my students and help **accelerate** their progress in my subject because they support language and literacy development alongside the content of the lesson?
	What **actions** can I take so that I can I utilise students' first language skills to **accelerate** learning?
	Where can I access such approaches?
	Language and Literacy Policy
	EAL Language comments by student each year
	EAL Teachers

	EAL shared drive
	Rochdale Borough Council document "Strategies to support progression through proficiency in English".
Target	What are the language backgrounds of the students I teach and can I **target** and promote bilingualism by using students' first language in my lessons?
Educere	How will I ensure that my students and I are benefiting from any EAL partnership teaching and in-class support?
	How will I share the approaches that are working well with individual students?
	How will I share successful approaches with the teams within which I work?

Tutors will promote and engender language and literacy skills through:

- Direct instruction of vocabulary through tutor time activities;
- Book Boxes, which aims to promote and engender a love of reading for pleasure;
- Current Affairs, which aims to develop student oracy as well as broaden their knowledge of world affairs;
- any other activities which are designed to promote and re-enforce language and literacy such as the vocabulary activities in MyFPHS.

The Librarian will:

- encourage reading and the enjoyment of literature.
- promote the effective and efficient use of the Library, it's full range of resources and its equipment;
- consult with Subject Leads and subject teachers ensuring that the library/learning resource area has a wide selection of good quality, up to date and relevant materials to support learning, and promote reading for pleasure;
- provide opportunities for students to visit the Library regularly in faculty teaching groups for research and wider reading purposes;
- provide assistance and advice to members of the staff during timetabled lessons in the library/learning resource area;
- make the library attractive and accessible to all pupils and staff including the provision of displays, guiding and publicity materials;
- organise and promote games, quizzes and competitions to develop literacy skills, such as theme-based short story competitions and poetry competitions as well as the national Times Spelling Bee, World Book day and National Poetry day;
- promote the development of bilingualism by providing dual language texts, dictionaries and age appropriate texts in languages other than English;

- consult with SLT, Directors of Areas and Subject leads to source literature and publications to support professional learning for staff;

Subject Leads will
- Support teaching staff in the effective implementation of the Language and Literacy Policy;
- Monitor the implementation of the Language and Literacy Policy;
- In collaboration with Directors of Areas, analyse qualitative and quantitative data to assess pupils' standards of literacy and language in specific subjects; tailor SoL, interventions, teaching and learning; identify training needs within subject areas;

Directors of Areas will:
- Support Subject Leads in effective implementation of the Language and Literacy Policy;
- Monitor, quality assure and evaluate the implementation of the Language and Literacy Policy;
- In collaboration with Subject Leads, analyse qualitative and quantitative data to assess pupils' standards of literacy and language in specific subjects; tailor SoL, interventions, teaching and learning; identify training needs within subject areas;

The Leadership Team will:
- Set the tone for the school by modelling and promoting excellent standards of oral and written communication;
- Support staff in the effective implementation of the Language and Literacy Policy;
- Monitor, quality assure and evaluate the implementation of the Language and Literacy Policy;
- Provide professional development opportunities in relation to Language and Literacy development
- In collaboration with Directors of Areas, analyse qualitative and quantitative data to assess pupils' standards of literacy and language in specific subjects; tailor SoL, interventions, teaching and learning; identify training needs within subject areas;
- Improve communication with BAME parents and increase their involvement in school and make a positive contribution to home-school relationships. It is important that parents have access to a professional interpreter if they need one, especially where a conversation is sensitive and/or the school needs to be sure that effective communication has taken place. Not being fluent in English should not be a barrier to effective communication.

The Headteacher will:

- Set the culture and tone for the principles of the Language and Literacy Policy in that all pupils have an entitlement to the development of their language and literacy skills in order to be able to take full part in their education and in society;

- Ensure the evaluation and quality assurance of the policy are in place through a variety of opportunities such as faculty reviews, Rochdale Pioneer visits, etc;

- Ensure the effective deployment of resources to support EAL and literacy development;

- Encourage the appointment of bilingual and multilingual staff.

Examples of some approaches to develop language and literacy skills for English First Language Students and More Advanced EAL learners.

In order to be fully literate, students need to be able to understand how we adapt our everyday speech into formal, written texts. Teachers should note that there are some difficulties that EAL learners face that are different from those that have English as a first language. For example, understanding idioms and also other grammatical structures. See the work of Dr Lynne Cameron 'DIFFERENCES BETWEEN EAL AND EMT WRITING AT KEY STAGE FOUR' for more detail

The following approaches are not exhaustive and would meet the needs of both groups of students.

Learning through Speaking and Listening

Opportunities for both exploratory and formal talk are important:

1. Using speaking to clarify and present ideas
2. Using active listening to understand a topic
3. Hypothesising, evaluating and problem solving through discussion

Teaching Strategies

- Provide pre and post listening activities such as listening frames;

- Give a purpose/focus for listening. E.g. listen in order to underline, sequence, take notes and carry out instructions

- Design group and pair tasks where no students has all the information and they need to talk to each other to complete a task;

- Provide pupils with opportunities to talk in groups, check understanding, ask questions and revise work;
- Ask students to rehearse answers with a partner before answering questions
- Provide a speaking frame with sentence starters, connectives and key tier 2 and tier 3 vocabulary
- Use a variety of group discussion structures such as Kagan or Socratic Circles
- Design peer and self-assessment focused on **how** students have communicated ideas rather than just focusing on the curriculum content
- Re-model student talk to judiciously correct errors in spoken language
- Allow students to do some assessment orally

Learning from Text

1. Reading for meaning – inference and deduction are important skills to develop as are questioning, reading backwards and forwards, and having the ability to summarise parts of a text
2. Understanding how subject specific texts are organised
3. Developing research and study skills

Teaching Strategies

- Make the purpose of reading explicit
- Design some pre-reading activities which encourage students to question, predict and be intrigued about what they are going to read.
- Pre-teach vocabulary from a text
- Read aloud to students to model what good reading sounds like
- Ask students to read aloud in class, either to the class or in pairs
- Ask pre-prepared questions about texts you are reading together in class
- During reading, stop and ask questions within the body of the text rather than waiting until the end of the text
- Differentiate questioning so that the child can achieve. E.g. closed, open, sympathetic, indirect, cueing, checking and referential.
- Use think, pair share to allow students to discuss and rehearse answers
- Teach students how to find their way around text books and use index, contents, etc.
- Show students how to write questions before starting research
- Help students decide whether to scan or skim read or close read
- Use a range of DARTs activities to help pupils access texts and focus on the information they need. They can also develop pupils' reading skills and allow them to be assessed.

Some examples of DARTs include:

- Underlining of key words or phrases. (You may need to give these words or phrases to the pupil who is a very early stage learner of English).

- Sequencing a passage, which has been copied and cut up by the teacher prior to the lesson

- Prioritising statements.

- Matching pictures to a text.

- Matching phrases to definitions.

- Matching paragraph headings to paragraphs.

- Matching examples of cause and effect.

- Sorting true/false statements.

- Sorting to decide which information is not needed for a piece of work.

- Grouping statements or information together to identify similarities and differences.

- Filling in gaps in text related to a particular language item.

- Labelling a diagram with given labels.

- Activities to reconstruct text e.g. substitution table.

- Ask students to transfer information from text to diagrams

- Encourage and show students how to use the library for research and pleasure

Learning through Writing

1. Using writing to think, explore and develop ideas
2. Structuring and organising writing to link ideas into paragraphs
3. Developing clear and appropriate expression at sentence level

Teaching Strategies

- Make sure students are clear about the purpose and audience for their writing
- Point out the differences between speech and writing
- Help students use appropriate level of formality
- Give students model texts before asking them to write
- Explore the features of model texts and define success criteria for writing

- Teacher 'live writing' in front of students, demonstrating how to structure writing a specific type of text
- Show students how to organise writing using planning frameworks, graphic organisers,
- Support extended writing with frames and key connectives to link ideas.
- Provide sentence starters and key vocabulary-including tier 2 and tier 3
- Oral rehearsal prior to writing supported by a planning framework or graphic organiser
- Use dictogloss activities
- Ask students to evaluate, correct and redraft their writing.
- Use "Talk for Writing for Secondary schools approaches" Julia Strong

See 'Strategies to support Progression through proficiency in English' and in-school hub work for further ideas.

Vocabulary

Principles
- Staff plan for vocabulary development and understanding of tier 2 and tier 3 vocabulary
- Pupils explore vocabulary meaning through contextual clues or a student friendly definition is supplied with examples from different contexts
- Pupils experience a range of activities designed to actively process word meaning and uses in a range of different contexts
- Vocabulary learning is maintained by multiple encounters in varied contexts

Underpinning this principle is the use of talk. In and outside the classroom, we would see pupils:
- compelled by the meaning and use of the word
- discussing the meaning of the word
- talking about the use of the word
- using the word orally in a variety of contexts
- developing situations where the word is used

Teaching Strategies
- Odd one out
- Matching word and definition
- Sorting, grouping and categorising

- Never heard the word grid
- Taboo
- Word Dominoes
- Example/Non Example
- Word Webs
- Teacher modelling and repetitive use of the words in their talk and questions
- Using first language to help define and explore new vocabulary

For more approaches read 'Bringing words to life' Isobel Beck

Early Stage EAL Learners

- Provide the resources so that students can use all their language and literacy resources in their learning. This can include translating key words and questions for students rather than relying on their ability to use a bi-lingual dictionary which can be time consuming.
- Break down tasks into small steps.
- Use concrete materials and visuals, which can be labelled to aid comprehension, and to contextualise the information e.g. displays.
- Give hands-on experience
- Provide activities that require a minimal output such as Yes/No, True/False statements, matching exercises including matching parts of sentences (substitution tables) and games
- Encourage pair work and help create an oral climate.
- Allow beginners to work with others who share a common language.
- Make sure that the pupil can take part in starters and plenaries. For example using 'traffic light' cards to answer questions means that they do not have to formulate a spoken answer.
- When watching a video, make sure that the pupil is looking/listening out for a small number of things.
- Control the speed of delivery, vary your place (not slow) and check for understanding.
- Allow the pupil who is literate in their own language to use this to make preparatory notes. This is especially useful when the cognitive challenge is high.