



Ysgol Gyfun

**PENYRHEOL**  
Comprehensive School

# LITERACY POLICY

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Governor Subcommittee Responsible: Curriculum, Teaching and Learning.

BELONG  
PARCHU

THRIVE  
DYHEU

ASPIRE  
FFYNNU

RESPECT  
PERTHYN

“Schools need to recognise that skills such as literacy and numeracy should form the core elements of any school curriculum.” – (Ann Keane, Chief Inspector, Estyn; 2011)

“Literacy is an essential life skill. To make sense of the world around them, young people need an understanding of written and spoken language, the ability to interpret what has been written or said, and to draw inferences from the evidence that surrounds them. It is also about being able to communicate – accurately, fluently and persuasively.” – (Welsh Government, 2012)

## Literacy in Penyrheol

### Respect Aspire Thrive Belong

Penyrheol Comprehensive understands the vital importance of skills in English Language and Literacy and is committed to raising the standards of literacy of all students, embedding literacy skills teaching in every aspect of their education. Progression in literacy is the process of developing and improving in skills and knowledge over time. This is key to them embodying the four purposes and to progressing into different pathways beyond school. Literacy helps pupils become: ambitious, capable learners; enterprising, creative contributors; ethical, informed citizens; and healthy, confident individuals. We also believe that these are paramount within our school values: **Respect, Aspire, Thrive and Belong**.

Progressive literacy development allows them to:

- Access the curriculum, contributing to a sense of **belonging**;
- Cope confidently with the demands of further education and employment ensuring that they can **aspire** to reach their goals;
- Cope confidently in all areas of adult life, allowing them to **thrive** fully.

Penyrheol is committed to ensuring that the principles of progression underpin progression in literacy.

A literate student will:

- grow in confidence as they develop their literacy skills;
- have a growing vocabulary, showing interest in new words and the use of technical and specific vocabulary to articulate responses;
- decode written texts and read with fluency, prosody and understanding;
- use a wide range of strategies to approach new texts with confidence;
- understand a wide range of text types and genres and be able to write in a variety of styles and forms;
- be able to access all areas of the curriculum;
- be able to make connections between Areas of Learning and different tasks.



## Aim

All mainstream pupils to have a reading and writing age that matches their chronological age by age 14 (end of year 9).

## Roles and Responsibilities

Governors and Senior Leadership Team:

- determine the role of the Literacy Coordinator;
- oversee and support the planning, implementation and development of the whole-school literacy strategy;
- specify expectations of all teachers as teachers of literacy;
- provide opportunities for training (INSET/department time), resources and opportunities for staff to adhere to the literacy policy.

The Literacy Co-ordinator should:

- provide an up to date literacy policy for all stakeholders;
- support departments in the implementation of the school's literacy policy;
- monitor and evaluate the implementation of the whole-school literacy policy;
- map literacy across the curriculum and produce a literacy skills audit;
- advise school staff on literacy issues;
- co-ordinate literacy initiatives;
- liaise with the ALNCo about pupils who are under attaining and intervention programmes;
- oversee the literacy catch-up programmes, liaising with literacy teachers and the librarian;
- liaise with primary schools regarding raising standards;



- provide information strategies and training to support the targeted pupils.

Heads of Department should:

- ensure that 'subject specific literacy' is clearly identified in schemes of work, and that there is obvious progression;
- monitor opportunities for disciplinary reading;
- complete SOW summary sheets to show which literacy skills are being taught in each unit;
- provide further information for the literacy audit as to where elements of literacy are covered;
- seek to find opportunities to liaise with the English Department, the Literacy Co-ordinator and other subject areas to provide continuity of teaching and learning;
- ensure that staff within the department are using the 'Shared Literacy Language' and reading approach for new and complex texts;
- ensure that staff within the department are teaching reading fluency where applicable in their subject;
- monitor the work of the department with regard to the inclusion of subject specific literacy strategies in lesson planning;
- encourage models of good practice e.g. modelling and close collaboration between colleagues in order to promote literacy developments;
- use available assessment data to identify appropriate literacy strategies.

All staff:

- should ensure that they are familiar with the specific literacy demands of their subject and ensure sufficient coverage of these skills in their lesson planning;
- should teach the literacy skills required in order for pupils to access learning and cope with the demands of all lessons;
- should be able to identify a pupil's literacy strengths and weaknesses and know how to build upon these in order to promote pupil progress;
- should report on a student's standard of literacy at the Parents' Evening, as appropriate;
- Must use assessment for learning strategies;
- Should use information provided by the school (i.e. IEPs, baseline scores, Literacy test scores, identified literacy weaknesses) in order to plan for the teaching of literacy;
- provide the appropriate level of support and resources for each pupil;
- transfer information on targeted literacy pupils and use this to inform their planning;
- address pupils' literacy weaknesses when assessing work;
- use a variety of strategies to teach reading fluency and not just read to pupils.

## Teaching and Learning of Literacy

Effective teaching and learning of literacy involves a skilful mix of appropriate approaches including:

- the use of relevant, real life and engaging contexts;
- the explicit teaching of literacy skills which forms the basis of lesson planning;
- the selection of material which will motivate, engage and encourage independent thinking;
- making meaningful links for pupils across different curriculum areas;
- building on the principles of Assessment for Learning;
- providing pupils with frequent opportunities to communicate in a wide range of contexts, for relevant purposes and for real audiences within and beyond the classroom;



- a focus in planning and teaching on the development of problem-solving skills and approaches;
- appropriate and effective use of ICT.

Each subject area provides an environment which is rich in language and high expectations are set for literacy and the use of language. Disciplinary reading is central to the development of literacy skills across the curriculum.



## Reading

- **Explicit Vocabulary Instruction**
  1. Vocabulary should be explicitly taught across the school.
  2. The Frayer Model will be used by all departments in order to ensure that pupils recognise this model and understand its use.
  3. The agreed PowerPoint format should also be used for vocabulary instruction where appropriate.
  4. New vocabulary should be revisited, and pupils given opportunities to use this in speaking, reading and writing tasks moving forward.
- **Disciplinary Reading**
  1. All pupils must be regularly exposed to disciplinary texts in all subject areas.
  2. This enables learners to think, read, write and speak like experts in a particular subject.

- **Reading Fluency**
  1. All teachers are teachers of reading fluency.
  2. Staff should use a variety of strategies including reciprocal reading, choral reading and reading theatre.

**The ‘Penyrheol Reading Toolkit’ contains ideas, resources and links to previous training.**

## Writing

- ‘Sentence types’ taught in English and used across the curriculum.
- Paragraph structures for different types of writing;
- Writing focus in registration time (weekly).

**The ‘Penyrheol Writing Toolkit’ contains ideas, resources and links to previous training.**

## Oracy

- *Focus in 2024/2025*

## Assessment

Literacy progress is monitored via a variety of tests and assessments each year. These include:

Test	Frequency/Time
Comparative Judgement (Writing)	Twice per academic year
National Personalised Assessments (Reading)	Once per academic year
Reading Fluency Progress on Teams (Reading)	Once per term
Individual Presentation (Oracy)	Once per year in English lessons Once per half term in Drama
Group Discussion (Oracy)	Once per year in English lessons
SPAR Reading and Spelling*	Once in year 7
AWRT *	Once in year 7

\*Provide data for tracking and intervention purposes



## Intervention

Standardised Score (ideally)	Programme	Time	Target Year Group
<85	Units of sound Phonics based intervention	Up to 3 years depending on need	7 – 9 Up to 60 pupils 10 pupils graduate each year
85-95	Lexonik Advance Continuation of phonics but key focus of reading fluency	6 weeks – once per week	8-10
95-115	Reading buddies Year 11 pupils trained (by Partneriaeth – September 2023) to support younger pupils in their reading.	6 weeks – two registration periods a week	7

