



**Health
Futures**
UTC

**Whole School Literacy
Policy**

Review and approved: September 2020

Next review date: September 2021

HEALTH FUTURES UTC

WHOLE SCHOOL LITERACY POLICY

1. Definition of Literacy

Literacy generates the development of effective skills in communication. To be literate is to be able to listen, speak, read and write at a level necessary to function in education, at work and in society.

2. Rationale of the Policy

The development of an effective literacy skillset (that is, speaking, listening, reading and writing) is fundamental to the achievement of a rich and fulfilling life. We use these skills every day in order to communicate with, and make sense of, the world around us. As future health professionals, these skills are especially relevant. At Health Futures UTC we recognise that students must have the opportunity to develop, and practise these skills during their time in education.

Health Futures' overarching curriculum is underpinned by developing students' abilities to speak, listen, read and write for a wide range of purposes, including using language to learn, communicate, think, explore and organise. Each curriculum area provides a mission statement stating how their area will help to integrate literacy skills into the curriculum to ensure that all students are focused on developing the necessary skills and each Head of Department is responsible in ensuring that the mission statement is carried out throughout the department.

3. Aims of the Policy

- Support students' learning in all subjects by supporting teachers to be clear about the ways in which their work with students contributes to the development of students' literacy skills.
- Increase students' standards of achievement in literacy and across the curriculum.
- Promote knowledge and understanding of the students' standards of achievement and assessment in literacy across the curriculum, and the identification of any areas of strength and weakness.
- Raise students' own expectations of achievement, thus raising standards and aspirations.
- Develop a shared understanding, between all staff, of the role of language in students' learning and how work in different subjects can contribute to and benefit from the development of their ability to communicate effectively both in school and in preparation for life.
- Develop students' confidence and ability to express themselves.
- Support the staff team to implement effective literacy development and wider achievement across the school.

4. Subject Mission Statements

English

Literacy is at the heart of everything we do within the English department. Students in Year 10 have distinct Literacy lessons to ensure they can recall the basic elements of punctuation, grammar and comprehension. This can then be embedded across the whole school. In addition, literacy is assessed on exit slips and speaking and listening is developed in every session. Our aim is to ensure that every student has a working literacy level in addition to an understanding of the key components of the subject.

Maths

Problem solving has become a significant part of the Mathematics GCSE. Therefore, literacy matters as students are assessed on their knowledge and understanding through their ability to communicate in a written format. Pupils are encouraged to use key words when not only explaining tasks they complete but also in written format thus demonstrating their understanding and enhancing their use of literacy.

Science

Scientific literacy matters as students are assessed on their knowledge and understanding through their ability to communicate in a written format amongst others. Our aim is to break down the barrier to success in Science by making the science more accessible through bridging the gap between scientific and everyday terms as well as promoting the confidence to make extended, independent contributions that develop ideas in depth.

Psychology

In psychology we use various methods of literacy to help support students. For example, students are provided with writing frames and sentence starters to guide them on how to structure their extended pieces of writing. Students are provided with key term booklets and then complete short assessments to reinforce this knowledge. Students also receive targets after they complete assessments which are geared towards literacy improvement. Students are also encouraged to use PEEL or PEC paragraphs to help structure their extended writing and are provided with guidance on how to develop their writing with useful phrases.

Sociology

Good literacy is a core component of Sociology at HFUTC and is central to students achieving success within the subject. Sociology students at both GCSE and A level are expected to write in depth and develop structured, coherent and developed arguments. To achieve this student's literacy is supported in a variety of ways including visual key word lists, writing frames and essay development tasks. Students are also encouraged to actively read around the subject whether this is in a paper or digital form. They are also encouraged to make cross curricular links with the English department in order to understand core sociological ideas like capitalism and patriarchy which feature in their set texts. At A level reading frames are used to introduce students to academic articles written in quarterly periodicals aimed at A level and beyond.

History

Literacy is integral to the development and success of our students in History. We aim to ensure students understand the importance of Literacy and its impact on successfully passing in History. Through enhancing literacy, our students are equipped with the skills needed to successfully answer the extended questions correctly and ensure they achieve the highest marks for SPAG, which enables our students to access the highest success criteria.

PEE - We have also developed a 'PEE' (Point, Evidence, Explain,) strategy in our department which enables students to access the higher levels of 3 and 4 for each extended piece of writing.

Key words/quotes – used with exam practice to identify keywords to access the question

Questioning - 'Think Pair and Share' task which allows students to think about what they are going to say, share with their peers and share with the group.

Key terms sheet - A simple sheet which students can transfer key terms, key words and specific terminology from any given topic

Physical Education

Literacy plays a vital role in the theoretical components of physical education. We aim to enhance students' understanding of key command words within exam questions. Through enhancing literacy, our students are equipped with the skills needed to successfully answer the extended questions. This enables our students to access the highest success criteria.

PEED/IDEA - We have also developed a 'PEED' (Point, Evidence, Explain, Develop) type strategy in our department called IDEA (Identify, Describe, Explain, Analyse)

Student speak - We also teach our Key Stage 4 students how to give effective feedback through Sport Education so they can verbally structure it. By teaching students how to give feedback to peers we are helping them how develop to use their verbal skills, choosing correct and specific terminology and thinking about how to give descriptions/instructions.

Key words/quotes - displayed around the department for students to develop terminology - increased exposure to these words can only help develop their use.

Questioning - 'Pose, Pause, Pounce, Bounce'. You 'Pose' a question to the class; 'Pause' for an extended period of time (10-15secs); 'Pounce' on someone to answer the question; 'Bounce' to someone else to build or contest the original answer. May target lower ability for the immediate answer, and use higher ability students to extend.

Key terms sheet - A simple sheet which students can transfer key terms, key words and specific terminology from any given topic

Health and Social Care

In HSC, literacy is the essential foundation to learning and assessment of the students. This is by default i.e. HSC consists of a number of subject specific units that, require a robust understanding to facilitate the assessment process. The exam boards use both written course work (which, by default,

requires the students to have a good command of the English language); and, either external and/or internal exams.

To successfully complete the assessments, the students must be able to understand and meet the command verbs for each criterion. For both level 2 and level 3 courses, the pass criteria are based on the command verb. For example, at level 2, identify and describe is a pass criteria and explain/discuss can be a merit and distinction. Whilst at level 3, explain and describe is a pass and analyse and/or evaluate is a distinction.

The following is a summary of how HSC promotes literacy during lessons and homework.

5. Promoting literacy in Starters

These include identifying homophones and providing the correct spellings, sometimes; the students take it in turns to choose the homophones. Sometimes, this may be the Word of the Week (if it fits).

Defining command verbs games i.e. using lucky dip; and/or match the definition to the correct command verb. Sometimes, the students are asked to make a command verb tree display i.e. the buds represent command verbs for the pass criteria, the leaves represent the merit and the flowers represent the distinction criteria.

News articles are also used to promote reading and appraisal skills. Either the HSC staff selects a relevant article and sends the link to the students to read, or the students are asked to select an article of their choice. A selection of relevant questions is then provided for the students to answer and either present and/or discuss.

Other methods include, creating opportunities for students to consolidate prior language and to introduce students to new concepts. This is done through a range of engaging starters which allow exploration of new vocabulary and recap over existing. Towards the end of the final level 2 year, referencing skills are introduced in preparation for level 3 progression. At the beginning of the level 3 course, all students are taught the Harvard referencing method. This is a required element of all written assessment work.

A wide range of synonyms and antonyms are explored, during tutor time and starters, which students are keen to demonstrate through a class text.

6. Promoting literacy in learning activities

A number of approaches are used as part of the learning activities. For example, an essay writing template is provided initially and/or for those who need additional support in preparation for assignments. This includes how to use the question to start the introduction.

Providing options for the students to answer the class activity questions such as: using info graphics, design a revision game (some have designed their own monopoly game, snakes and ladders and used flash cards) to showcase the topic/answer their group question. Where appropriate, the Word of the Week may be required to be part of their answer/activity.

A current example is 10A have been asked to design a test for fellow students re the importance of adequate fluid intake and the importance of controlling salt intake. The design options are as follows

- a. Design the questions and place the answers in a word search and provide the answer sheet.
- b. Design a multiple choice question sheet and ensure they have the answer sheet to hand
- c. Design a case study followed by a set of relevant questions. Again, ensuring they have the answer sheet present
- d. A combination of either of the above options

End of learning outcomes assessment sheets also include word banks etc. Some activities include formal and informal letter writing activities, developing their curriculum vitae, completing downloaded application forms and completing personal statements.

Display of newspaper articles and headlines on the board is sometimes used to spark engagement. In addition, placing a simple image on the board and the students must demonstrate word association by walking to the board and annotating that picture, to give it some 'life'.

Reading materials which are appropriate that have a HSC context for example, newspapers, leaflets and Care Quality Commission inspection reports. These are readily available for students to analyse, and to gain insight/access to industry related terminology and language.

7. Promoting literacy in assessments

By default, most of HSC assessments are written assignments. All Starter and learning activities prepare students in enhancing their English language writing skills in preparation for their assignments as well as their written exams. In addition, this includes the Harvard reference for the level 3 students. Extra emphasis is made regarding meeting command verbs as these form part of the assessment criteria.

8. Whole School Strategies for Supporting Literacy

8.1 Reading Tests

In addition to baseline assessments, all Year 10 and 12 students complete a standardised reading age test on entry to Health Futures UTC. This is then reassessed at 2 further points throughout the year.

8.2 Reading Time – Short Story of the Week

One tutorial session per week is dedicated to a short story of the week. The students are encouraged to collectively read the short story with their form group. The short story format keeps the students engaged and allows them to focus on key themes and the story line. During reading time, the students and form groups are asked to keep track and understand the text well in preparation for their weekly quiz. At the end of each term each form group is then expected to present their favourite short story of the term.

8.3 Boosting Reading at Secondary

Boosting Reading at Secondary is a short term ten week one to one programme that provides intensive support for targeted pupils who have a significantly low reading age score. This intervention aims to develop independent reading, comprehension skills and strategies to enable pupils to access a wide range of reading material more confidently.

8.4 Reading Buddies

Reading buddies is an intervention which pairs high achieving sixth form students with KS4 students who have a standardised reading age score below 90. The sixth formers meet with their buddy one day a week during form time and track their reading using reading logs which are reviewed by the Literacy Lead. Through cross-age tutoring and partnerships, students develop their reading, listening speaking and fluency skills, improve their spellings and develop an understanding on the importance of literacy and reading. Furthermore, some reading pairings can develop to tutoring where the sixth form buddy meets with their partner to support them in other areas of the curriculum that they find challenging.

8.5 Word of the Week - Root Word of the Week

Every Monday morning all staff and students are introduced to a new (Root) Word of the Week. A root word is a word or word part that can form the basis of new words through the addition of prefixes and suffixes. As more than 60% of the words in the English language have Latin or Greek roots it is important for students to be able to identify and learn word patterns. Through this students expand their vocabulary, improve their comprehension and spelling skills as well as develop the skills to infer the definitions of new words in all subject areas. All teaching staff are provided with Word of the Week templates which are displayed on their door or inside the classroom. Every Monday all staff and students are to create their own words and sentences from the word root sent out by the Literacy Lead. To encourage the involvement of all students, form tutors nominate the best student sentence of the week and display this under their own Word of the Week Poster. Likewise, all staff are to create a word and sentence relating to their own subject so that students are able to see the root word being used in various contexts. Word of the Week is also used throughout the day and students are rewarded with reward points every time they use it. The points are then accumulated at the end of each term, the form group and student with the most points for Word of the Week is rewarded.

8.6 Weekly Quiz

Each week students will take part in a whole school quiz that has been created by the tutor team. The quiz will cover a number of topics ranging from maths to health and social care. Common aspects of the quiz will include the word of the week, common misspelt spelling and the short story of the week. There will be a competition element to the quiz and so it is vital that students take part in the literacy activities throughout the week to ensure they are getting top marks in the quiz.

8.7 Boom Boom – Book Club

To promote a love for literature and a positive attitude towards reading there is a book club held once a week after school, organised by the Literacy Lead. Book Boom consists of a group of students who have various reading abilities coming together to read and discuss a book of their choice. The informal setting allows students to read in a stress-free environment where they develop confidence in reading, improve their comprehension ability and become critical thinkers who are able to build a deeper engagement with the stories. Once the book has been completed the Book Boom group are then rewarded with a movie session where they are able to watch the movie version of the book that they have read. During this session students share the similarities and differences between the book and the movie and share which they enjoyed most.

8.8 Literacy Events

Throughout the academic year there are various literacy related activities which coincide with events relating to literacy such as International Literacy Day and World Book Day. The students take part in a range of activities throughout the week. These are mostly organised by the Literacy Lead but each subject area will contribute to ensure that students are aware that literacy is very much cross curricular.

8.9 Half Termly Literacy Competitions

Each half term, a new literacy competition is launched. All students are made aware of the competition through tutorials, posters on the literacy board and the screens throughout the school. All students are encouraged to take part and a prize is given to the best two entries. These are judged by the English department.

8.10 Staff Literacy Training

Various CPD sessions over the course of each academic year are focused on developing and supporting staff literacy to ensure confidence in identifying literacy errors from students.

8.11 Writing Frames

Many departments have produced writing frames to support pupils in the writing process. Subjects should adapt and/or withdraw these as pupils gain in confidence and develop planning and writing skills. Writing frames are shared with all staff in the school shared area.

8.12 Dictionaries

Dictionaries have been placed in every classroom across the school. Each classroom has a minimum of 3 dictionaries and students are encouraged to use these to improve their independence and confidence with regards to spelling and definitions.

9. Marking for Literacy

All subjects have integrated the teaching of literacy into their planning and have adopted a whole school approach to the marking and assessment of literacy.

Purposes of Marking for Literacy:

- To give feedback to pupils which will help them to improve their use of literacy in all subjects
- To motivate pupils to communicate their subject knowledge and understanding effectively
- To monitor pupil progress in the use of language
- To respond to pupils' use of language in speech as well as writing
- To identify future targets for literacy teaching

All formative and summative assessments are marked for literacy as well as content and uses the following codes to support development.

CODE	MEANING
SP	Spelling
P	Punctuation
GR	Grammar (incorrect use of tense, sentence structure etc.)
WW	Wrong word
NS	New sentence
//	New paragraph
C	Incorrect capital letter
?	Not clear

Monitoring Evaluation and Review of Policy

The Principal will report to the Governors relevant aspects of the working of the policy as appropriate.

Signed by

Chair of Governors

Date:

Principal



Date: 27 August 2020

The governors will review the policy **annually** or as appropriate.