

## Literacy at West Park

Literacy at West Park is taught and delivered across the curriculum in all subject areas. The rationale for this being that pupils need to know good literacy is a key skill for life, not just something they need to focus on in an English lesson. We aim at West Park to move away the mind-set of pupils not having an 'English head' on in lessons other than English. This message is communicated to the pupils by giving literacy a high profile across the school. Teachers explicitly talk about literacy. This can take place in any subject and during form time. The table below summarises what is done at West Park to raise standards and promote literacy across the curriculum to all pupils of all abilities. Literacy is an agenda item at every curriculum and standards committee meeting. Literacy features at Teaching and Learning briefings and literacy pedagogy books are often featured on the Teaching and Learning reading lists.

<b>Focus</b>	<b>What is done at West Park?</b>
Raising the profile of literacy and reading in the school.	<p>Literacy is promoted as a key skill at West Park. Not just for academic achievement, but as an important life skill.</p> <ul style="list-style-type: none"> <li>• Literacy is an agenda item at every Curriculum and Standards Committee.</li> <li>• Literacy is highlighted to pupils with word of the week on the screens. This is also sent to form tutors to share with their forms. Words for word of the week are suggested by teachers. Suggestions sometimes come from pupils. Teachers can specify a particular week where they would like a word displaying so it coincide with a particular topic where a word is commonly misspelt.</li> <li>• West Park has a common literacy marking policy so pupils receive consistent feedback on where to improve their literacy. This is displayed in all classrooms and sent to all new staff in September of each academic year.</li> <li>• The marking grid was updated in 2014/2015 to include a section on what SPAG marks are to raise pupil awareness. This is in response to teachers wanted to ensure pupils are aware that SPAG marks are available on all GCSEs.</li> <li>• A literacy audit was sent and completed by all Heads of Department in June 2012 to identify pupils' areas of weakness so that teachers can focus on in their practice. This audit was redone at the start of the 2020/21 academic year.</li> <li>• In 2015/2016 subject specific key words are displayed on the AV screens on the day or day before GCSE examinations. This was trialled for the mock examinations in 2016 and was successful. This is now a regular strategy.</li> <li>• In Languages, as part of teaching grammar, there is an emphasis on making sure pupils understand the English grammar first</li> </ul>

	<p>before tackling the French for example when studying the past tense pupils spend at least 15 minutes of the first tense learning about what the past tense is in English and how it is formed.</p> <ul style="list-style-type: none"> <li>• Every classroom has a literacy board. This has whole school words, subject specific vocabulary and subject specific sentence starters.</li> <li>• Literacy posters covering the etymology of words are displayed around school.</li> <li>• The English department are embedding reciprocal reading into their schemes of work. KEM is experimenting ways of providing a framework for reciprocal reading for other subject areas. A teaching and learning briefing to share these ideas will take place in November 2022.</li> <li>• The Christmas poetry competition for the West Park School Christmas card.</li> <li>• Year 7 and 8 have library lessons focussed around a reading journal. This has specific activities. Parents and carers have been made aware of the reading journal letter via a letter home. Year 9 and 10 will go to the library once per half term in their English lessons to maintain this reading.</li> </ul> <p>Specific activities to promote reading:</p> <ul style="list-style-type: none"> <li>• School clubs – Writers’ group and reading group.</li> <li>• Reading in form time once a week for each year group. See last bullet point for how this has been adapted based on pupil feedback in the last year.</li> <li>• Readathon – a sponsored reading activity to raise money for charity by reading as many books as possible.</li> <li>• Author visits, both in and out of school.</li> <li>• Literacy activities in individual subjects. E.g. The recommend a History novel display with mini book reviews from pupils.</li> <li>• The Geography department now has a recommended reading list to support schemes of work and wider reading on Firefly. A text message will be sent to all parents so they aware of these reading lists.</li> <li>• Reading Challenge – identifies reluctant readers and supports readers of all levels and attitude.</li> <li>• Many classrooms have a poster saying what their teacher is reading to normalise and model reading for pleasure.</li> <li>• Following focus groups with pupils about silent reading in form time, a new form reading discussion activity was trialled and evaluated with Year 7 in the 2020/21 academic year. This is now being done with all year groups once every four weeks and linked the school’s social media channels to encourage conversations between pupils and their parents/carers.</li> </ul>
Sharing good practice and literacy across the curriculum.	<p>In order to communicate with pupils that good literacy is important in all subjects, not just English, it is essential that good practice is shared.</p> <ul style="list-style-type: none"> <li>• All department areas develop literacy skills and refer to them during their teaching.</li> </ul>

	<ul style="list-style-type: none"> <li>• Speaking and Listening opportunities are developed across the school. E.g. presentations in Humanities where presentation skills are discussed and developed instead of just focusing on the subject content.</li> <li>• Individual department initiatives such as the spelling competition in Humanities. Form spelling competition in Humanities for year 7 and year 8. Certificates for this competition are given out in the final assembly of the year for top performers and the most improved speller to allow good performances across the ability range to be recognised. The competitions run as a league table between forms over the course of an academic year.</li> <li>• KEM and SKM delivered CPD to each department focusing on a whole school approach to deciding which words/vocabulary we focus on (tier 2 academic vocabulary). From this CPD a West Park academic word list has been developed. KEM delivered a summary of this CPD to the leadership team at the start of the 2021/22 academic year so conversations about the impact and implementation of this CPD could be had with middle leaders.</li> <li>• Time during the February INSET was dedicated for departments to meet and have time to implement some of the strategies from this CPD and the toolkit (see below) into schemes of work.</li> <li>• The teaching and learning group read the 'Closing the Vocabulary Gap' literacy book by Alex Quigley. Reviewed by KEM in the teaching and learning newsletter. In 2022, 'Closing the Reading Gap' is a recommendation of the teaching and learning group.</li> <li>• KEM launched the literacy toolkit at the end of the 2020/21 academic year. This easy to use toolkit has ready made proformas to be added to existing schemes of work to embed literacy strategies.</li> <li>• KEM has led teaching and learning briefing sessions on literacy as part of quality first teaching.</li> <li>• In French, pupils have regular vocabulary tests. To help all pupils succeed with these, strategies for learning the spelling and meaning of new words are taught which can be transferred across the curriculum.</li> <li>• Use of the 'closing the vocabulary CPD' in maths to explicitly explain and investigate key words in lessons.</li> <li>• KEM is looking to network with other school's literacy lead teachers to share and evaluate ideas. However, this is proving difficult due to circumstances beyond West Park's control.</li> </ul>
Effective use of the library.	<p>The library plays a crucial role in the development and delivery of literacy at West Park. The library plays a key role in raising the profile of literacy across the school.</p> <ul style="list-style-type: none"> <li>• The library is available to all curriculum areas and is used to enhance learning and literacy skills. E.g. Library research lessons</li> </ul>

	<p>in the Extreme Environments unit in Geography or the Explorers project in the England to Empire in History.</p> <ul style="list-style-type: none"> <li>• Regular timetabled library lessons/library visits in English lessons.</li> <li>• All year 7s are given a library induction session.</li> <li>• Year 7 reading survey and personalised book recommendations to Year 7 pupils.</li> <li>• World Book Day is promoted and supported by the library. Vouchers and free books are given away.</li> <li>• Library displays.</li> <li>• Library run year 6 able, gifted and talented sessions.</li> <li>• Writers' visits. E.g. Alan Gibbons 2011/2012, 2012/2013, Dave Cryer workshops, Terry Terri visit in 2016. William Hussey in 2019.</li> <li>• Carnegie Medal Book Award with 28 pupils in mainly year 7 and 8 taking part. Year 7 also went to the local book award final in 2016. Covid permitting we will be doing this again this academic year</li> <li>• DSBA (Derbyshire Schools Book Award – years 7 &amp; 8 pupils take part – they can influence the final result with their votes. There is usually a celebration ceremony at the University of Derby which we attend. PP pupils are also invited to take part and read one title alongside a member of staff</li> <li>• The library have collaborated with the History department to produce a reading list for each unit. This is underway for the Geography department and in Personal Development over the 2021-22 academic year.</li> <li>• The library collaborate with departments to link library based initiatives into teaching e.g. the World Book Day 'where in the world' from the blurb with the Geography department.</li> </ul>
<p>Interventions to raise standards of literacy for less able pupils.</p>	<p>Reading is tested on the July induction day by an NGRT assessment to determine reading ages. Twice yearly tests are undertaken to judge progress. Based on these tests, pupils who have reading ages below their chronological age receive extra support and targeted intervention. This takes many forms including:</p> <ul style="list-style-type: none"> <li>• Reading mentors.</li> <li>• Reading support and intervention by teaching assistants occurs by extraction during form times. This helps develop reading in the weaker pupils.</li> <li>• The Literacy Unit provides targeted support during lesson times in small groups by way of lesson extraction. This also helps develop Literacy skills to the most vulnerable pupils.</li> <li>• There are daily intensive literacy skills lessons in Base 9.</li> <li>• Differentiation such as word banks and writing frames in lessons.</li> <li>• Support from Springfield primary school with the teaching of handwriting and phonics for less able pupils.</li> <li>• Pupils who find literacy and reading especially difficult are, after consultation, withdrawn from French to participate in extra literacy lessons for two years.</li> </ul>

	<ul style="list-style-type: none"><li>• Targeted Phonics lessons are provided by extraction from lessons by the Special Needs teacher.</li></ul>
Literacy opportunities for able, gifted and talented pupils.	<ul style="list-style-type: none"><li>• Whole school competitions are open to all pupils, but the most able pupils are especially enthusiastic and keen to enter.</li><li>• National Teen Book Club offered via Springpod offers keen 14-18 year old readers and writers the opportunity to learn about the writing and publishing process from professionals, read a book as a group and produce a piece of writing which is published.</li><li>• Debate club.</li><li>• Higher tier resources like the Macbeth texts available for Gifted and Talented pupils.</li></ul>