

RUTLISH SCHOOL

LITERACY AND READING GUIDANCE

Last Reviewed: September 2024



INTENT

At Rutlish School, we recognise that literacy is at the heart of all successful learning. The development of these vital literacy skills is an entitlement for all students and we consider it a whole school responsibility to enable this: every teacher is a teacher of literacy.

Literacy embodies Reading, Writing, and Oracy (Speaking and Listening). These skills are embedded in schemes of work and excellent teaching practice across the curriculum, as we aim to develop students' cognitive abilities, critical thinking, communication, reasoning, confidence to explore and analyse ideas, and successful application and command of language. We believe that improving standards of Literacy is central to raising student self-esteem, confidence and achievement. Literacy is more than the mechanics of Reading, Writing and Oracy. We support National Curriculum aims for connections within and between subject areas, and this calls for the development of thoughtfulness, leading to understanding, for recall, selection and analysis of ideas and information, and for coherent, considered and convincing communication in speech and in writing. All pupils should be encouraged to:

- make extended, independent contributions that develop ideas in depth;
- make purposeful presentations that allow them to speak with authority on significant subjects;
- engage with texts that challenge preconceptions and develop understanding beyond the personal and immediate;
- experiment with language and explore different ways of discovering and shaping their own meanings;
- use writing as a means of reflecting on and exploring a range of views and perspectives on the world.

PRINCIPLES

- Literacy is a right for all pupils
- Literacy is the shared responsibility of all teachers in all subjects
- Literacy is developed across all areas of the curriculum
- Developing Reading Literacy is a priority across the school to ensure that students of all abilities are able to access the curriculum

READING INTENT

At Rutlish School, we believe that competence in reading is key to independent learning and has a direct impact on children's progress in learning at school and beyond. Reading opens countless avenues of exploration and sources of knowledge as it is central to our ability to understand, interpret and communicate with each other and the world around us. We strive to nurture enthusiastic, independent, and reflective readers, with a love of reading and a sense of the importance of reading as a strategic tool for life-long learning and success in the world of work. At Rutlish School, we aim to develop, through our philosophy of teaching of reading, the following attitudes:

- Curiosity and interest;
- Pleasure and thoughtfulness;
- Critical appraisal;
- Independence;
- Confidence;
- Perseverance;
- Respect for, and understanding of, other views and cultures;
- Reflection;
- Citizenship.

IMPLEMENTATION

The whole-school Literacy Guidance is a working document, which aims to support the Government's Literacy Framework. This document has been produced following the whole-school Literacy audit of the curriculum to ensure a consistent approach to the teaching and exploration of Literacy skills across all curriculum subjects.



We aim to send every young person onto their next stage in life able and qualified to play their full part in it. At Rutlish School, we ensure that students develop the skills, knowledge and attributes to thrive and flourish in their school years and beyond.

READING

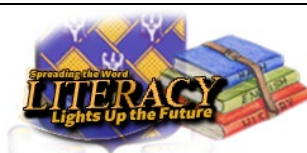
At Rutlish School, there is a strong, embedded reading culture through a rich language environment within classrooms and the wider school environment. A rich environment is maintained to immerse all students in highly stimulating activities that foster a reading culture across all phases. We rigorously monitor and assess children's progress in reading and identify those who require extra support and intervene at an early stage. We also recognise the value of parents/carers as essential components in supporting and developing children's reading skills and love of reading. At Rutlish School, students have the opportunity to:

- develop an interest in a variety of texts, both literary and non-literary;
- read with understanding and enjoyment for a variety of purposes;
- work out inferential meanings from textual matter, and analyse the layers of meaning of specific passages, phrases or words;
- develop an interest in words, their derivations and meanings;
- monitor their own progress through the Scholastic Reading Programme;
- use reading to research subject areas;
- become independent and critical readers;
- apply techniques such as skimming, scanning, and text-marking effectively in order to research and appraise text;
- increase Cultural Capital by having access to a wide range of texts, of different forms, from different time periods;
- be nurtured as fluent, confident and independent readers who can transfer these skills across the curriculum and beyond;
- develop reading literacy through strategies and skills: fluency, accuracy, understanding and response by engaging in wide range of literary genres/ types of texts;
- develop digital literacy skills that helps readers to navigate web-based information;
- select information from a wide range of texts and sources including print, media and ICT, and to evaluate these sources;
- understand and respond to literature drawn from a range of cultures and literary heritage;
- make effective use of school and public libraries;
- develop reading skills through work that makes cross-curricular links with other subjects.

Reading in KS3

Students in Key Stage 3 read for varying purposes a range of fiction and non-fiction genres. Teachers' facilitation of reading for meaning using a range of teaching methods and approaches is integral to developing students' wider reading and reading for enjoyment. Building upon Key Stage 2 higher order reading skills, in Key Stage 3, reading strategies are instrumental in simulating gains in Literacy across the curriculum. Applying reading strategies, students derive meaning from conceptually dense texts and can search, select and retrieve information, represent literal information, integrate and generate information, evaluate and reflect upon texts read.

Students undergo Accelerated Reading assessments at least 3 times p.a. in KS3 and teachers, together with SEN support staff, act on the data ensuing to monitor progress and arrange interventions where necessary. Parents are advised on how to access their son's Accelerated Reader account to remain aware of any issues developing and to be able to support progress.



Reading in KS4 and KS5

Development in Reading Literacy is considered of prime importance for students in KS4 and KS5 as Literacy and learning goals are found to have a positive impact on their self-esteem, motivation and attitude towards learning. Reading resources focus on a range of texts from different genres that equip students with the necessary vocabulary, expression and organisational control to cope with the cognitive demands of the array of subjects being studied. Opportunities to read in lessons that train students to search and observe beyond their immediate experiences help them to appreciate, evaluate and respond to texts in a critical and reflective manner. At Rutlish School, we support students to enable them to read fluently and with accurate understanding to make informed and appropriate choices. Students are encouraged to use “before, during and after” metacognitive strategies and apply techniques of skimming, scanning and text-marking effectively in order to research and appraise texts. This will be done in tandem with selection of information from a wide range of texts and sources including print, media and digital resources. Planned opportunities provided for students to demonstrate pleasure in reading shall include maintenance of class Readboxes, shared read aloud sessions especially for Shakespearean plays and works of other dramatists, reading and engaging with narratives of events or activities, writing of blurbs, blogs and book reviews, participating in library activities and poetry elocution, involvement in reading campaigns such as ‘drop everything and read’. Students’ skills of analysis, interpretation and literary critique shall be further developed in lessons, such as Literature lessons where author’s choice of language and use of thematic and dramatic techniques are discussed in detail. Students’ skills of reconstructing texts based on their reading proficiency are assessed through response writing based on genre transformation. Moreover, the aptitude for application of inference, deduction and analysis leading to discernment of authentic information is developed and assessed through research reports or projects. By the end of Key Stage 4, students shall be empowered to face the challenge of navigating countless avenues of exploration and sources of knowledge for developing a wider perspective of language study in the Post 16. Reading Literacy skills are further developed in KS5 to ensure that students are equipped with the necessary skills to allow them to be independent learners and take ownership of their courses of studies.

The School Library

Students have access to a broad range of genres in both the KS3-4 contemporary to classic authors, fiction and non-fiction texts. The KS3 reading club is held in the school library. Students are encouraged to share their favourite books and authors through feedback sessions, reading reflections and displays in the library. There are regular competitions, promoted around the school and through continually refreshed displays throughout the LRC. There is a Book of the Week promotion. The Librarian supports students with their Accelerated reading choices and through the quizzing process.

WRITING

Sound writing skills are fundamental in to students’ success across all subjects at all key stages. Whilst the audience for students’ writing is often the teacher and peer group, students are given opportunities to write for a range of intended readers. Writing is a learning tool as well as a product of the learning. It is our aim to recognise and reinforce students’ language skills, develop confidence and competence in their writing, and enable our students to:

- learn about the art, craft and discipline of writing, and develop an enjoyment of their own writing;
- write in a widening variety of forms for different purposes e.g. to persuade, interpret, evaluate, explain, analyse and explore;
- develop ideas and communicate meaning to a reader using wide-ranging and technical vocabulary and an effective style;
- present their writing clearly using accurate punctuation, correct spelling and legible handwriting; we identify handwriting issues early and liaise with the SEN dept, and promote handwriting practice through writing slopes/choice of pens/worksheets in the LRC;



- apply word processing conventions and understand the principles of authoring multi-media text;
- use writing to organise thoughts and aid learning, through planning, drafting and discussing writing;
- structure writing appropriately, using sentences, paragraphs and headings effectively;
- use a wide range of vocabulary, including specialist vocabulary, confidently;
- have the opportunity to redraft their own work in the light of feedback. This could include self-evaluation using success criteria, recording and reviewing performances, target-setting and formal and informal use of peer assessment. Redrafting is purposeful, moving beyond proofreading for errors to the reshaping of whole texts or parts of texts;
- develop writing skills through work that makes cross-curricular links with other subjects.
- enter writing competitions – poetry and short story.
- Writing Interventions in progress for target students identified- run by JC

ORACY (SPEAKING AND LISTENING)

Speech is a fundamental means of day-to-day communication and learning, and is essential to the development of understanding. Rutlish students are guided and supported to:

- use effective communication skills to explore, explain, clarify and evaluate ideas, and speak for a range of purposes and audience e.g. to narrate, to persuade, to analyse, to explain, to reflect and evaluate;
- plan, discuss, evaluate and explore ideas with others through paired and group discussions;
- take part in structured activities in which speaking and listening are essential components, allowing students the opportunity to adapt their speech to a widening range of circumstances;
- learn the difference between standard and non-standard forms of expression, and choose appropriate forms and registers to suit particular purposes and audiences;
- solve problems collaboratively;
- use varied and specialised vocabulary;
- listen with understanding and respond sensitively and appropriately;
- listen efficiently and carry out instructions;
- express ideas, feelings and opinions confidently, and treat other students' ideas, feelings and opinions with respect.
- develop speaking and listening skills through work that makes cross-curricular links with other subjects.

READING PROVISIONS	
CURRENT SUPPORT STRATEGIES FOR ALL STUDENTS	PLANNED SUPPORT STRATEGIES FOR 2024-2025
<ul style="list-style-type: none"> • Reading Lessons for all KS3 students, once every 2 weeks. Where possible, this is held in the Library where students are able to access a wide range of books. They may choose their own books to read and enjoy. They are also enrolled on the Accelerated Reading Programme and will undergo regular assessments and quizzes, and be guided on choosing enjoyable and appropriately challenging books. 	<p>From Autumn, continuing through Spring:</p> <ul style="list-style-type: none"> • Specialist Vocabulary Booklets for KS3 and KS4 (linked with Department Development Plans listing key vocabulary from topics they study, and used in Tutor Time Spelling Tests and other literacy activities).



- Reading in Tutor Time – once a week for all KS3 and KS4 students, alternated with Literacy activity booklets. Students independently reading their independently chosen books (with opportunity to discuss what they have read either in informal discussions or presentations to the group). Book boxes are available with books selected by student voice to give students a variety of choice that capture their interest
- All students are given School Library Cards (from Year 7) and time is arranged for them to spend some time in the Library (either in tutor time or in Reading Lesson).
- All year groups are auto-enrolled in Merton's Libraries
- G&T Morning Reading Sessions – reading texts from different cultures, exploring social, opening their minds to the wider world and enriching their cultural capital.

Events:

National Poetry Day: students given access to a range of poetry to read in tutor time and in their own time. Tutor groups contribute in different ways, including through a whole school poem crafted by the Literacy Coordinator.

- World Book Day: World Book Day in March is celebrated with reading and writing competitions and activities. This is always a great opportunity for the school to celebrate the love of reading.
- Drop Everything and Read: planned events throughout the year where students and teachers read during tutor time once a week.

- KS3 Reading Club, after-school Thursdays, all welcome, with the Librarian ONGOING
- Reading and Breakfast Club (for PP students) ONGOING
- Ensuring that reading is accessible to all students: book boxes (updated with books selected by student voice) available from Library for tutor rooms upon request, so students can access books for tutor time reading, and for their own personal reading time.
- Reporting of LRC book borrowing and usage, monitored by LITCO/HOD

From Spring 1:

- Books chosen by student voice incorporated in Reading Lessons to encourage more engagement and discussions – a 'book club' feel to promote the enjoyment of reading.
- Books read but not borrowed now to be counted
- Accelerated Reading Programme for KS3 students, integrated in Reading Lessons to help track students' reading engagement, reading ranges, target intervention, monitor progress as well as celebrate reading achievements.

From Spring 2:

- Workshop/ visits to school from popular contemporary authors to increase the cultural capital and interest of the students – date TBC
- 16 before 16 programme to be updated with challenge booklets, new novels, etc. – audit book, plan rewards, etc. ready to be re-launched in September.
- Literacy Coordinator/SLT to carry out learning walks around tutor groups to assess and learn from engagement with literacy resources provided.
- Librarian encourages book donations from PTA and from parents across the school to



	help support and update LRC and mini-libraries.
ADDITIONAL SUPPORT STRATEGIES FOR PUPIL PREMIUM AND DISADVANTAGED STUDENTS	PLANNED ADDITIONAL SUPPORT STRATEGIES FOR 2024-2025
<ul style="list-style-type: none"> • KS5 Extended Reading Support – bridging the gap by providing suggested reading text in identified ‘reading heavy’ subjects, such as English Literature. Literacy Coordinator liaising with KS5 lead. • Reading Club weekly for KS3. 	<p>In Spring 1 Small group tuition was given in English subject to aid any Reading and Literacy gaps</p> <p>From Spring 2:</p> <ul style="list-style-type: none"> • Reading books for Reading Sessions (and to take home) available to PP students via English teachers, to encourage independent reading at home, help increase cultural capital and encourage love of reading.
ADDITIONAL SUPPORT STRATEGIES FOR STUDENTS WITH SEND AND EAL	PLANNED ADDITIONAL SUPPORT STRATEGIES FOR 2024-2025
<ul style="list-style-type: none"> • Struggling readers (with SEND) are identified in Year 7 through primary transfer records & information from parents before they arrive, and interventions plans and support are put in place such as Fresh Start programme by Ruth Miskin: intervention programme developed for 11-13-year-old students who struggle to read fluently and accurately. To ensure students are able to access curriculum, reading skills are built upon from primary school – from word sounds, to punctuation, to comprehension and giving students access to a variety of texts. • SEN Dept continues to monitor those students and liaise with Literacy Coordinator to provide details of interventions. • Accelerated Reading Program is used to support all students. Those with SEND are catered for through provision of books at all reading levels appealing to a wide range of readers. All KS3 students sit the Star reading assessment a minimum of 3 times during the year. • All Year 7 students sit the NGRT assessment on reading and spelling leading to interventions by the SEN dept, depending on where their reading challenges lie 	<p>From Spring 2:</p> <ul style="list-style-type: none"> • SEN department provides a wide range of reading interventions, tailored to individual students and provided individually or in small groups. • Reading pens provided through SEN dept for identified students to help support access to curriculum. Librarian to apply for funds to provide reading pens in LRC. • Programme that reads texts for identified students with EAA to help support access to curriculum • Data from the Accelerated Reading assessments will inform interventions. • A wide range of reading is provided, to cater for all reading levels – we continue to develop this. • Students will have access to a wide range of audio books to help build their cultural capital <p>From Summer 1:</p> <ul style="list-style-type: none"> • Proposed optional training session (or resources given to staff to read in their own time) on ‘how to support/develop student reading to help them access your subject’ - delivered by specialist SEND teacher.



- EAL Reading intervention for identified students for each year group. Intervention programmes also give students access to a wide range of text to help enrich their cultural capital. Identified group of students in Y8 and 9 through Scholastic data from last year are given out reading cards
- They are expected to read out loud to a parent 3 times a week or more – any suitable reading material. This is then checked and reinforced by JC once a week.

LITERACY STRATEGIES TO SUPPORT WRITING AND ORACY

- Accelerated Reading Program
- Literacy Points awarded to students who demonstrate effort in developing and showcasing their Literacy Skills in lessons. Achievements in Literacy are celebrated termly in Celebration of Achievements assemblies
- Literacy based assemblies delivered in order to raise awareness of the importance of Literacy focus and strategies to aid improvement of Literacy for all learners (students deliver the assemblies to give them further opportunity to develop confidence in Oracy)
- Specialist Vocabulary Booklets for KS3, KS4 and KS5
- Catch-up resources, word-based games (e.g. Articulate, etc) for Tutor time, reading lessons, LRC.
- Young Writers' Competition entered each year and participation in Wimbledon Bookfest (KS3, KS4 and KS5)
- Author Visits and Workshops
- Writing Workshops in KS5
- Reading Sessions and Writing Workshops for G&T students
- Jack Petchey Speak Out Challenge (workshop) for G&T and PP students
- Rutlish 365 Literacy area in development, (accessible to all students), with resources, announcements, support materials, competitions, etc.
- Activities and resources for World Book Day, National Poetry Day and other Literacy Events
- Mini Libraries/book boxes in all tutor groups across the school
- Student Voice used to select books for Reading Lessons
- Scholastic Reading Programme for all KS3 students to celebrate reading achievements and track teaching progress and interventions
- Student Reading voice used to order new text for book club reading lessons once a fortnight within English curriculum. These would alternate each half term to Accelerated Reading Program.

