

NEWPORT GIRLS' HIGH SCHOOL ACADEMY TRUST



LITERACY POLICY

Policy written by: Ms B Lord

Policy written/reviewed: June 2026

Next review due: June 2027

Statutory Governor Approval: N/A

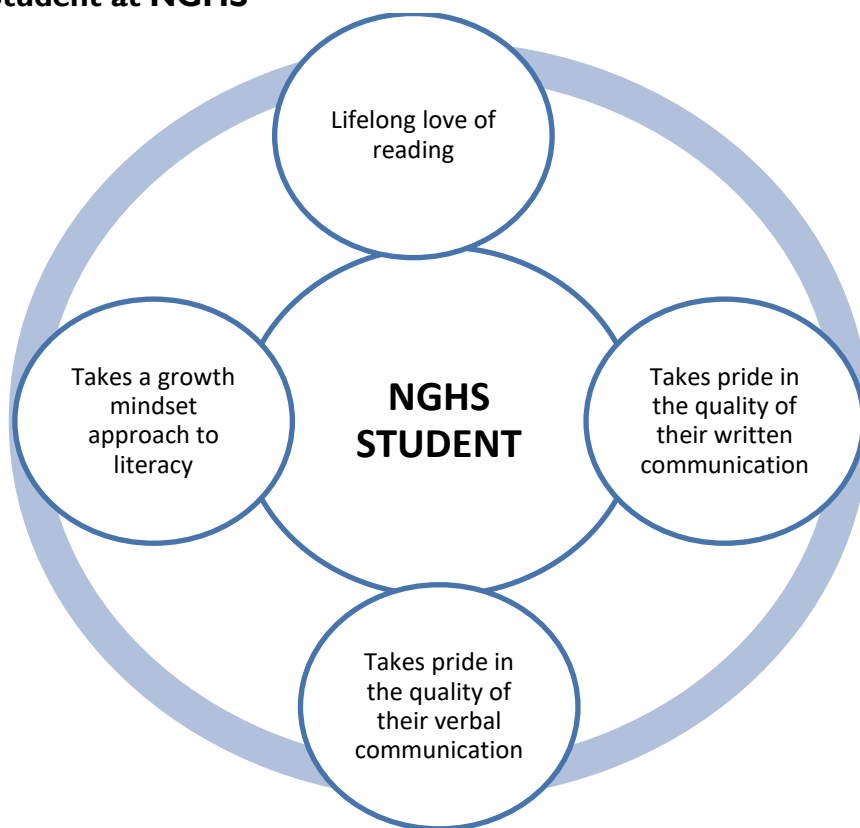
Purpose

Literacy is not only central to everything the students do during their time at Newport Girls' High School, it is also an essential and lifelong set of skills. This policy affirms our principles regarding literacy as a priority across the school.

Aim

To equip students with the skills they require in order to communicate in a precise, sophisticated and flexible manner when speaking and writing and to facilitate students in becoming lifelong readers.

A Literate Student at NGHS



Roles and Responsibilities

Teacher across the Curriculum: Support and facilitate students' development of language, as speaking, listening, writing and reading are an integral part of all subjects. All teachers are teachers of English.

Form Tutors: KS3 form tutors will promote a love of reading by ensuring students use AM registration once a week to read their allocated text together as a form as part of the whole school Reading Project. KS3 form tutors should model reading to their form, supervise independent reading, and orchestrate discussion of their given text. KS4 & KS5 tutors will ensure students use a weekly AM registration to read independently, and encourage students to share reading suggestions and books during discussion time.

Subject leader for English and Literacy: Supports faculties and subject teachers in the implementation of strategies and encourages departments to share best practice across the school. To ensure students have access to high quality literature, both within English lessons, through the library, and as part of the Reading Project.

English Department: Provides students with the knowledge, skills and understanding they need to read, write and speak/listen in a highly effective manner.

Parents/Guardians: Encourage students to read independently outside of the classroom and to value the importance of literacy.

Pupil Librarians: Assist with the day to day operation of the library at lunchtimes. Pupil librarians also take a leading role in recommending books to students and in creating displays of book suggestions.

Students: Take responsibility for recognising their strengths and weaknesses in literacy, ensuring that they pro-actively address aspects that need to be improved. Take responsibility for ensuring that they read widely and that they encounter challenging fiction and non-fiction texts outside of the curriculum.

Literacy Strands

Speaking and Listening

To develop students' competence and confidence in speaking and listening, so that they are able to:

- Clarify, explain and express their thoughts and ideas in an assured and sophisticated manner.
- Adapt their speech for a variety of different situations and audiences, including paired and group discussion as well as speaking in front of a wider audience.
- Use precise and formal vocabulary and terminology when speaking in class.
- Listen in an understanding and caring manner.
- Respond to others in a sensitive and appropriate manner.

Writing

To develop students' competence, confidence and accuracy in their writing so that they are able to:

- Write in a range of formats and for different purposes.
- Use precise terminology and vocabulary in their writing including subject specific terminology.
- Present their writing clearly using accurate punctuation, correct spelling and legible handwriting.
- Proofread their work effectively.

Reading

To develop the accuracy and speed of students' reading and to foster a lifelong love of reading so that students are able to:

- Read fluently, accurately and with understanding.
- Be independent and critical readers.
- Make informed and appropriate choices about their independent reading.
- Select information from a wide range of texts and sources including print, media and electronic texts and to be able to evaluate such sources.
- Apply techniques such as skimming, scanning and text-marking effectively in order to explore and appraise texts.

Marking for Accuracy

All staff will use the following abbreviations when marking students' work. All staff have a copy of these abbreviations in their planners and all students also have a copy in their student planners:

(Some departments may have additional abbreviations that they wish to use)

Annotation of Spelling, Punctuation and Grammar (SPAG)

- **All errors to be circled at word level and zigzag underlined at sentence and paragraph level.**
 - **SP** – spelling error
 - **Phrasing** – grammar or syntax error
 - **P** – Punctuation error
 - **CP** – capital letters
 - **// or NP** – New Paragraph
 - **T** – Wrong tense
 - **WW** – Wrong word
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- Students should make their own corrections in the margins using their green pens.
 - Teachers should ensure time is built into lessons to complete these tasks when marked work is returned to students.

Literacy Support & Intervention

All students complete a discrete literacy programme (known as 'Foundations of English') in Year 7 as part of their English lessons. This is to ensure students have a sound knowledge of grammar and to ensure that all students have studied spelling, punctuation and grammar in a targeted manner. Further work on SPaG is incorporated into English lessons. In addition, all Key Stage 3 students complete weekly homework tasks on the Bedrock Learning platform to support the development of their vocabulary.

Whilst all students benefit from this consistent, coherent and comprehensive approach to literacy, students identified through twice-yearly reading assessments as having a reading age below 13.0 in Year 7 or below 15.0 in Year 8 receive additional targeted support. This provision is organised and monitored by the Literacy Coordinator/Head of English.

Students within the intervention group participate in a weekly 20-minute support session led by Subject Ambassadors, during which they practise choral and echo reading to develop reading fluency. In addition, some students attend a weekly intervention session with a specialist English teacher, focusing on reading comprehension. The progress of all students receiving intervention is reviewed every half term.

Where a concern is raised outside of the reading tests about a student's literacy, the following procedure will be followed:

- When teaching staff wish to raise a concern about a student's literacy skills, they should contact both the Literacy Co-ordinator/Head of English and the SENCO in the first instance; both members of staff will then look at a selection of the student's work to audit the student's literacy skills.
- If there is evidence that the student could have a specific learning difficulty (such as dyslexia) then the appropriate screening and assessment will be undertaken.
- If a concern is raised about a Year 7 or Year 8 student's literacy, they will be included in the intervention programme with the specialist English teacher, and their progress will be reviewed every half term.

Literacy Enrichment Opportunities for Students

There are a range of opportunities and events relating to literacy which take place at different points in the year. These include:

- Discussion of books and recommendations as part of English lessons.
- The KS3 Reading Project which takes place weekly during form time.
- Annual school poetry competition and annual assembly on poetry to coincide with National Poetry Day. This may also include an opportunity to be involved in the *Poetry by Heart* competition.
- World Book Day activities, visiting author, and annual assembly on reading to coincide with this.
- NGHS Literary Society.
- Key Stage Three Drama Club and the annual school production.
- Annual *Rotary Club Youth Speaks* Competition.
- Summer reading challenge.
- Opportunity for Year 12 students to become pupil librarians
- Student-led book clubs