



RAFFLES
INTERNATIONAL
SCHOOL




Literacy Policy
Whole School

<p>School Vision, Mission and Core Values</p> <p>Our Vision Providing world-class education</p> <p>Our Mission To empower students with a holistic, rigorous and international education for success in an ever-changing world</p> <p>Core Values Achievement Collaboration Innovation Integrity Respect Responsibility</p>

Adopted: September 2018

Last Revised/Amended: August 2024

Next review: August 2025

CEO/Board	 Principal	
 Head of Primary School	 Head of Secondary School	Other relevant staff

All staff should:

‘Demonstrate an understanding of and take responsibility for promoting high standards of literacy and the correct use of standard English, whatever the teacher’s specialist subject.’ (Teacher standards December 2021)

Introduction

At Raffles International School we believe that language and literacy are fundamental to the overall development of children and their access to all curriculum areas. We also believe that in the society in which we live, the ability to communicate effectively, both orally and in writing, and to read a wide range of texts is essential if children are to achieve their potential throughout their school days and into their adult lives. We create an environment that promotes a love of literature with a well-stocked library located in the heart of our school.

Rationale

Literacy is fundamental to students’ development and underpins our curriculum by developing abilities to speak, listen, read and write for a wide range of audiences and purposes. Helping students to express themselves orally, and in writing, enhances and enriches teaching and learning in all subjects. Teachers and support staff, in all subject areas, have a crucial role to play in supporting students’ literacy development. Literacy must be embraced by the whole school, with each member of staff contributing towards a common goal. Literacy holds importance in our curriculum and has a wider-reaching impact on the lives of our learners.

Aims

We aim to develop our students’ abilities throughout the use of the English language and cultivate a love of literature within an integrated programme of spoken language, speaking and listening and reading and writing. Learners are provided a wide range of opportunities to develop their literacy levels across the curriculum, with opportunities to consolidate and reinforce literacy skills and practice extended writing through age-appropriate tasks. Literacy is a school-wide approach, and all teachers are responsible for upholding excellence of literacy standards.

We aim for all learners at Raffles International School to:

- Read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct.
- Develop a love of literature, an interest in a wide range of books and read for pleasure.
- Have an interest in words and their meanings, developing a growing vocabulary in spoken and written forms.
- Have a suitable technical vocabulary to articulate responses.
- Understand a range of text types and genres and be able to write in a variety of styles and forms, appropriate to the situation.
- Develop the powers of imagination, inventiveness and critical awareness.
- Look to consistently improve their reading age.

We have a clear focus on literacy at RIS which includes:

- Developing students’ correct use of spelling, punctuation and grammar.
- Supporting students’ development of Tier 2 words in Tutor time (Secondary) or as part of their lessons (Primary).
- Developing students’ vocabulary by reading to them regularly; tutor time (Secondary) and throughout the scheme of work (Primary).
- Promoting reading with the use of a Primary and Secondary Peer Reading Programme.
- Celebrate reading with the use of Millionaires Club.
- To make use of Accelerated Reader across Primary and Secondary.
- To have clear support in place for students with English as an Additional Language.

Curriculum

At Raffles International School we provide a rich, broad and balanced curriculum targeting our students' needs, offering scaffolding and challenge as appropriate. Our approach to promoting high-quality and effective literacy skills is an integral part of our whole school curriculum and is a key focus in all areas of learning. It is based on clear values, high expectations and up-to-date effective approaches to the teaching and learning of literacy. We also recognise that it is the responsibility of the school to provide high-quality teaching and learning opportunities that will significantly influence the literacy standards of our learners. We recognise that classroom management, teacher behaviour and modelling of appropriate spoken language and literacy strategies can have a positive impact on the development of functional literacy skills. We seek to encourage and support the literacy achievements of our learners through highly effective teaching, clear planning with literacy opportunities identified and a positive climate conducive to learning.

Raffles International School provides a creative curriculum, based on topics that are relevant as a British Curriculum school and that pique interest in our learners, to engage them and show links between subjects. The curriculum is based on National Curriculum for England expectations. The exciting and relevant personalised curriculum we provide has a strong emphasis on improving literacy skills as well as helping young people understand their emotions, build confidence and resilience. The rich curriculum we promote addresses reading and writing needs by teaching these as discreet subjects but also through integrating the teaching of literacy across all subjects. Staff plan opportunities for learners to write across the curriculum, giving the written word meaningful context and due priority.

Early Years Foundation Stage

Reading in the EYFS is aimed at developing secure phonic skills using the 'Little Wandle Revised' programme. We are committed to ensure rapid progress in phonemic awareness in the Early Years. Our EYFS promotes a phonics-first approach to teaching reading, writing and spelling. The teaching is multi-sensory and active using the wider school environment such as outdoor areas to ensure purposeful learning is taking place and students are surrounded by and immersed in letters and sounds. Letter sounds are sent home as they are introduced in class to consolidate learning and to keep parents/carers up to date on the progress being made in school. Story Time ensures the development of reading literacy and healthy reading self-concept in Early Years through extensive shared and guided reading sessions. The students in Early Years follow the Oxford Reading Tree and BIG Cat Collins reading schemes. Reading strategies are modelled for students by the class teacher.

Key Stage 1

Children continue their rapid progress in phonemic awareness following the 'Little Wandle Revised' phonics programme into Key Stage 1, along with the Oxford Reading Tree and BIG Cat Collins reading schemes. Accelerated Reader and myOn is to support students' progress and ensure a variety of reading books are used to support Guided Reading in KS1. In Arabic, students use "I read Arabic" and "I learn Arabic" to support their progression. Weekly whole-class guided reading sessions focus on high-order reading skills, including inference, interpretation and integration of information using the VIPERS strategy (Vocabulary, Inference, Prediction, Explain, Retrieve, Sequence). All students have the opportunity to visit the library and develop their love of reading.

Key Stage 2

Students engage with rich literary content which includes Accelerated Reader and myOn platform collection of short stories and novels. In Arabic, students use "I read Arabic" and "I learn Arabic" to support their progression. The use of VIPERS reading strategy (Vocabulary, Inference, Prediction, Explain, Retrieve, Summarise) with a focus on developing mastery in comprehension skills is of prime importance at Key Stage 2. Students rapidly gain higher-order reading skills through guided, independent, whole class and reciprocal reading. Students independently use reading strategies to comprehend a range of narrative and expository texts to retrieve key information, derive simple and complex inferences, and

comment on/evaluate authorial techniques. Print/digital dictionaries and thesaurus are used during independent or whole class reading sessions. All students have the opportunity to visit the library and develop their love of reading.

Key Stage 3

Learners are given regular opportunities to write about their real-life experiences. Children engage in English lessons and discreet Library lessons and also apply literacy skills in other areas of the curriculum. Accelerated Reader software is deployed in English lessons to strengthen students' reading ability. We use NGRT testing to monitor progress in students' reading skills and make necessary curriculum adjustments to accelerate progress. Students receive 5 lessons of English per week where an inspiring curriculum is targeted and modified to both support and challenge students as appropriate to make excellent progress.

Key Stage 4

We provide a curriculum that provide suitable stretch and challenge for more able and meets the needs of our diverse group of students. This involves students embarking on a broad and balanced curriculum accredited through examinations. Individual programmes offer a bespoke curriculum where literacy is a focus within an nurturing environment. Learners experience reading, writing and speaking & listening opportunities across the curriculum. Students receive 4 lessons in English at KS4. Students are permitted to study English Language and English Literature.

Across the school, there is a focus on developing student's subject-specific terminology (Tier 3 Vocabulary) during lessons and developing their everyday language (Tier 2 Vocabulary) during tutor time or lesson time.

Speaking and listening

We want our students to develop confidence and competence in speaking and listening so they can:

- Speak clearly and confidently in different situations;
- Adapt their speech for different audiences and purposes;
- Listen with understanding and empathy and respond sensitively and appropriately;
- Build on others' viewpoints and attitudes as well as having their own opinions.

Raffles International School:

- Provides **planned opportunities** across the curriculum for students to engage in purposeful talk, both formally and informally.
- Uses a wide range of questioning techniques and strategies to elicit improved spoken responses from students.
- Reinforces the differences between Standard English and non-standard forms of the language where appropriate.
- Reinforces the importance of accuracy in spoken or written language – for example, correcting 'we was...' in students' speech.
- Where appropriate, gives students regular opportunities to speak and listen in the following contexts:
 - in pairs with a working partner.
 - in small groups with opportunities to take on the roles of chair or scribe.
 - with the teacher or another adult.
 - in whole class discussions.
- In these contexts, some of the following activities should take place:
 - exploring and describing events, activities and problems, exploring and developing ideas with others.
 - asking questions as well as answering them.
 - speculating, hypothesising and imagining.
 - planning, organising and reviewing activities.

- investigating and solving problems collaboratively.
- evaluating experiences and reflecting on learning.
- talking at length and adopting the 'expert' role.
- Synthesising information and formulating and articulating their own opinions based on evidence

Reading

We want our students to enjoy reading, to be able to use reading to help them learn and to develop increasing confidence and competence in reading so that they can:

- Read fluently, accurately and with understanding;
- Become independent and critical readers;
- Select information from a wide range of texts and sources including print, media and ICT and to evaluate sources;
- Use phonics and phonemes to support reading.

Raffles International School:

- Uses available data on students' reading ability to plan appropriate support for students in order that they may successfully access texts.
- Understands the importance of checking the readability of materials used with students against their reading ages.
- Promotes phonic and phoneme awareness.
- Provides planned opportunities across the curriculum for students to:
 - read and follow written instructions.
 - read and engage with narratives of events or activities.
 - question and challenge information and views.
 - read with understanding descriptions of processes, structures and mechanisms.
 - learn how to scan for overall meaning and scan for key points, words and phrases.
 - Use reading to research and investigate a variety of texts.

Writing

Most lessons include and depend on written communication. We want our students to develop increasing confidence and competence in writing so that they can:

- Write in a range of styles for different audiences and purposes.
- Develop ideas and communicate meaning to a reader using wide-ranging and technical vocabulary where appropriate.
- Organise and structure sentences grammatically and whole texts coherently.
- Use paragraphs to aid meaning.
- Present their writing clearly using accurate punctuation, correct spelling and legible handwriting.

Raffles International School:

- Ensures that when teaching extended writing, the purpose and audience of each piece of writing are explained. For example, writing to explain a scientific principle to a younger audience, writing guidance for peers on an aspect of the subject, conventions of layout in a formal letter, and encouragement to use persuasive techniques.
- Shares models / exemplar material of writing where appropriate.
- Uses thinking maps and planning templates with students when planning for extended pieces of writing to promote the sequencing and structuring of ideas.
- Identifies subject-specific terminology and key vocabulary and ensure that these are in planning and used in lessons. These words should be referred to regularly and updated and revised for each main topic.
- Reinforces the differences between Standard English and non-standard forms of the language where appropriate.

- Ensures students have planned opportunities to complete extended writing where appropriate.
- Promotes high expectations of students' presentation. Work should always be dated, titles underlined and students to be encouraged to be neat with their handwriting.

Assessment

In KS1 and KS2, regular, ongoing and accurate assessment is essential to inform planning and ensure that all students make progress. Progress and attainment are monitored closely to identify gaps in learning and ensure accelerated progress for each student. Teachers use Accelerated Reader in Years 2-6 to track the progress of the student against the relevant curriculum objectives. In KS1, Phonics is assessed in a formative manner regularly and in a summative manner each half term, to ensure good progress and to streamline Phonics groups using the Little Wandle Assessment Tracker. Teachers and TAs record relevant comments/ observations during individual reading, guided reading, shared reading or class story time. During our assessment week, reading is always assessed and informs planning. NGRT assessments are also completed for students in Years 2-6.

Staff at KS3 effectively use a wide range of formative and summative assessment tools to regularly check on the literacy progress of learners and to provide a full profile of the learners' needs. Staff use a range of strategies to support learners and ensure outstanding progress is made including but not limited to:

- Reading age tests for all learners
Phonics test as and when appropriate - based on the need of the learner
- Clear, focused planning.
- Marking of children's work.
- Assessment for Learning used to support accelerated progress.

Staff at KS4 use both summative and formative assessments to check the progress of learners. Within GCSE-controlled assessments, learners are encouraged to use the literacy skills that they have acquired. Literacy spans the curriculum which is evidenced in planning and marking within learners' books/files.

Literacy interventions

In KS1 students have access to a 2-step reading program;

Step 1: Whole Class Teaching

In Primary School, every student will experience high-quality reading strategy teaching through phonics/spelling teaching, individual 1-1 reading and whole-class guided reading sessions within English classes including Phonics and Guided Reading sessions.

Step 2: Intervention

For students who are identified as below age expectation, gaps in their phonic knowledge, and reading comprehension will be identified and intervention activities will be in place. The intervention is delivered by teachers with the support of additional adults or the Inclusion Team if needed and it is focused on targeted children to develop their Phonics skills, reading strategies and text comprehension.

At KS3 and KS4, intervention pupils have a personal Support Plan which focuses on pupils' additional needs and gives clear strategies to help remove barriers to learning. This plan is either in the form of an IEP, Passport or EAL Profile.

Data (CAT4 and NGRT) is used to identify improvement areas or adapt the curriculum to meet the pupils' various needs. There is an emphasis on the importance of early intervention programmes to identify and support pupils who may be at risk of falling behind in literacy.

Pupils' reading ability is assessed termly by staff and is subject to ongoing assessment through the Accelerated Reader programme which allows us to quickly identify those pupils who may need further targeted intervention.

Roles and Responsibilities

Responsibility for promoting the highest quality of literacy lies with the whole school community.

Key roles and responsibilities include:

- We have implemented a Literacy Focus Group to drive the Literacy Strategy forward. This group alongside the SLT are responsible for framing the school policy and organising support for the implementation of the policy and the monitoring of literacy.
- All staff in ensuring consistent application of the policy;
- Parents and carers, who will be encouraged to take an interest in their child's learning, working in partnership with the school to maintain high levels of progress;
- Learners need to be aware of what is expected of them so that their learning, and that of those around them, is as effective as possible. They must understand the value of the learning process.

Professional development

- Staff will receive regular training on the policy and how to use it effectively to ensure high standards and progress are maintained.
- Subject leaders attend termly network meetings with subject leaders across the city.

Monitoring and Evaluation

The Senior Leadership Team will review samples of planning and work from each area to monitor the implementation of this policy and the effectiveness of the delivery of literacy throughout the school. An analysis will be made, and feedback will be given to staff. Lesson observations and learning walks will also be used to monitor the impact of Literacy across the whole school.

In the Primary and Secondary Schools, the Accelerated Reader programme will allow clear monitoring of pupil progress in reading and will help staff develop targeted strategies to improve reading throughout the school. Termly NGRT test results will show who is making progress, the success of the programme and who needs targeted support.

This policy is to be read in conjunction with:

- Inclusion Policy
- Teaching and Learning Policy
- Assessment Policy