

READING, WRITING & COMMUNICATION POLICY

FOR

THE BUCKINGHAM SCHOOL A SPECIALIST SPORTS COLLEGE



NAMED PERSON: Mr Dan Fox
ATTACHED COMMITTEE: CURRICULUM

Adopted: April 2016
Reviewed: October 2020
Review Cycle: 2 Years
Next Review Date: October 2022

Rationale

Reading, Writing and Communication are vital skills that students need to develop in every subject across the school. All staff will teach these key skills as part of their own subject teaching, where it is appropriate, to both consolidate and extend the students' learning. This policy sets out a framework within which staff will operate and includes guidance in the accompanying handbook on materials to use in planning these areas into lessons, to ensure consistency across the school.

Aims / Purpose:

- To develop students' abilities to communicate effectively in speech and language.
- To develop students' understanding of spoken and written language so that they become enthusiastic, responsive and knowledgeable speakers, readers and writers.
- To develop students' communication skills essential to communicating effectively in a range of situations.
- To develop the accuracy of spelling, punctuation and grammar of all students.
- To help students understand the function and importance of Standard English.
- To help students understand how language enables them to experience and appreciate their world through non-fiction, fiction and the media.
- To help students understand the part language plays in enabling them to express their ideas, feelings and experiences, and those of others.
- To encourage a love of reading.

Every member of staff at The Buckingham School must value and instil the importance of reading, writing and communication and plan schemes of work so that these skills are included and effectively assessed.

Guidelines & Suggested Strategies:

To develop effective communication skills, students should be taught to:

- Use standard English with increasing confidence and consistency
- Formulate, clarify and express their ideas with increasing sophistication
- Express themselves in a variety of situations using language which is appropriate to audience and purpose
- Listen, understand and respond appropriately to others
- Understand how their developing communication skills will assist them in real life contexts

To develop as effective readers, students should be taught to:

- Extend and develop as readers throughout their time at the school
- Read for purpose and pleasure so that they enjoy reading a variety of texts and become enthusiastic readers
- Understand reading strategies (e.g. skimming and scanning) so that they are independent readers and can access exam materials
- Read a range of texts accurately, fluently and with comprehension
- Understand and respond to a wide range of books and media texts on paper and on screen
- Understand the variety of written language, and the differences between fiction and non-fiction
- Improve their abilities to read, analyse and evaluate a wide range of texts, including literature from other cultures and traditions
- Develop higher order reading skills, enabling the use of inference and deduction

To develop as effective writers, students should be taught to:

- Write neatly with accurate spelling (THUD)
- Express themselves clearly, precisely and accurately
- Use knowledge acquired from their range of reading to model their writing in different styles and forms
- Write for a range of purposes and audiences, incorporating a range of structures and styles
- Communicate meaning to a reader through a wide range of vocabulary and language devices

Responsibilities / Monitoring & Evaluation:

Subject teachers are responsible for:

- ensuring reading, writing and communication are planned for and opportunities for assessing these areas are included in their teaching on a regular basis
- ensuring that reading, writing and communication are not 'tagged on', but embedded in their teaching and therefore the learning of the students in their classes
- using the materials provided in the department schemes of learning and RWC booklet to ensure consistency across the school
- ensuring literacy is marked for at least once every three weeks, using the marking criteria provided in the handbook
- ensuring the presentation of students' exercise books and folders is in line with the presentation guidelines – appendix one
- modelling good literacy in their classrooms – correct spellings on boards and in displays, use of standard English, sharing and discussing reading, specific literacy learning outcomes for every lesson.

Curriculum Leaders are responsible for:

- ensuring reading, writing and communication are planned for in Medium Term Plans and Schemes of Learning
- monitoring the use of the RWC strategies and ensuring consistency across their department
- ensuring reading, writing and communication are integral parts of the department improvement plan
- monitoring the use of the literacy marking criteria as part of overall assessment monitoring

Tutors have a key role to play in:

- fostering a love of reading during tutor time and use the LRC to promote this
- All students to have a reading book with them at all times to be used in lessons where needed
- encouraging their tutees to have high standards of presentation
- developing the use of standard English through discussions and other talk related activities linked to RE, theme of the week and PSHE requirements
- KS3 students to update weekly their reading logs in planners and their ARP lesson
- Use the Active tutorial to help embed respect, resilience and personal development in their tutees

Heads of Year across all Key Stages are responsible for:

- monitoring the development of reading, writing and communication skills in their year groups
- fostering a love of reading with their year groups through forums such as assemblies
- ensure tutors are delivering RWC skills during form time
- monitor RWC skills across the year group to ensure all students have access to enrichment opportunities

Senior Leaders are linked to different Curriculum Areas. They have a responsibility for:

- monitoring the quality and consistency of reading, writing and communication across the school
- supporting Curriculum Leaders/HOYs in addressing any weaknesses
- support staff in ensuring literacy Assessment & Feedback is embedded in all books and student work

Parents have a key role to play in supporting their child and ensuring that reading, writing and communication skills are a priority. Parents support by:

- ensuring students have access to reading materials, in either paper or electronic form. This can be through providing materials at home, suggesting the child accesses the school's LRC as well as visiting local libraries and other resources
- ensuring their child is responsible for and maintains the presentation of their books and folders and providing support where this does not happen
- talking to their child about their reading and encouraging reading at home especially at KS3
- encouraging the use of standard English and accuracy in written work

Students are responsible for:

- ensuring their books and folders are kept neat and tidy in line with the school's presentation policy
- checking their written work for mistakes and correcting where necessary
- developing their reading skills through reading at home as well as in school
- remembering the importance of standard English in their spoken and written work
- review their work for literacy skills
- Actively engage and participate in tutorial time, active tutorials and enrichment opportunities to develop their RWC skills

Appendix One

The Buckingham School Presentation Policy – THUD

T = Title

H = Handwriting

U = Underline

D = Date

- Please keep exercise books neat and clean.
- The date and title should be written down in every lesson and underlined with a ruler.
- You should draw a line under your work at the end of each lesson ready to start the next lesson.
- Diagrams and images should be drawn neatly and in pencil.
- Homework should be completed on a new page in your book and clearly identified – write 'HW' or 'Homework' in the margin or at the top of your page.
- Mistakes should be crossed out with a neat line – please don't scribble in your book.
- Exercise books should remain intact – pages should not be removed for any reason.
- Your exercise book is the place for neatly presented notes, drafts and extended writing – doodling is not welcome here!
- Please note, if exercise books need to be replaced because they have been defaced or destroyed, you will need to pay for a new one at a cost of 50p per book and exemplar material copied up.

Class work:

| | |
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| | <p><u>Friday 3rd September 2010</u> <u>WALT: Understand the rules and expectations of all English lessons.</u></p> <p><u>Class rules and expectations.</u></p> <p><u>Exercise books</u> keep immaculate Underline dates, objective, titles and headings with a ruler draw a line at the end of each lesson.</p> |
| | <p><u>Monday 6th September 2010</u> <u>WALT:</u></p> |

Homework

| | |
|--|---|
| | <p><u>Homework.</u> <u>Title or question.</u></p> <p>Answer</p> |
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Mr Matthew Watkins
Chairman
Governing Body

Signed:  Date: October 2020