

Michael Hall

Whole School Literacy Statement

Policy Owner	Senior Leadership Team
Formally endorsed by	Council of Trustees
Endorsement Date	October 2020
Next Review Date	October 2021

Intent

Throughout the entire school we are committed to creating enthusiastic and passionate lifelong readers and confident, fluent writers who can express themselves precisely and creatively in speech, fiction and non-fiction writing, and all other subject areas.

Our choice of literature is rich, varied and exciting at every stage of the curriculum. From the earliest years, our students consistently hear colourful, resonant and vivid stories and poems; from fairy tales and nature stories to classic children's poems. In the sixth form all students perform in an impressive, substantial Class 12 play, host public events on stage, partake in Spoken Word Main Lessons and study Romanticism.

Implementation

Kindergarten

Well-modelled adult speech, repeated stories with increasing complexity and ambitious vocabulary, tongue twisters and language games, recitation, and print awareness and motivation are all key to pre-Class 1 literacy. The language rich kindergarten ensures that before the start of Class 1 (6+ years), the children have already developed good listening habits and working memory, phonological awareness, narrative understanding, a wide vocabulary, the ability to use their imagination to generate mental images, and can work independently and with individuality. There is a continuing emphasis on fine motor skills, working sequentially, visual and auditory discrimination through games and varied artistic activities –designed for maximum effectiveness.

Classes 1-5

Throughout the Lower School students' learning is rooted in the rich array of myths, legends and stories from around the world. From forming letters in Class 1 and cursive writing in 2; making their own ink pens in Class 4; studying the classics in Class 5 Wish Wonder and Surprise in 7 and project presentations in Class 8: the Waldorf curriculum carefully nourishes imaginative, articulate and literary students.

- Soundwrite, phonics books and benchmarking rigorously underpin this imaginative approach.
- Our choice of texts, both as class readers and for classroom shelves, aims to show each child the wonder, fun and adventure of reading, whilst continuing to develop skills such as spelling, vocabulary and sentence structure at each stage.
- Class Teachers work with the SEN department to identify the reading age of each student, track progress continually, and aim support at the 20% weakest readers in each class, using Barrington Stoke books, whilst stretching and challenging each student.
- Subject teachers expressly include literacy in their lesson planning to consider how their diverse subjects all build upon skills of reading, writing, speaking and listening.
- Our Numeracy and Literacy Framework ensure cohesive, sequenced progression throughout the Lower School

Classes 6-10 (KS3 and KS4)

The great variety of poems spoken each morning; the vast amount of drama each child takes part in; and the emphasis on healthy inner development and expression, all come to fruition in the middle school and GCSE years. The students have a deep understanding and experience of the use and

effect of language, plot and structure and as they now develop a more academic readiness they are given the tools and terminology to express their analysis, thoughts and understanding in a more technical and detailed way.

- Classroom teachers continue to develop literacy as a priority but subject teachers begin to take the regular English lessons.
- The curriculum remains broad and encompasses literature from all perspectives, places and time periods, with the objective of continuing to develop empathy, cultural capital and understanding of the world. Each year the English department continue to revise and renew the choices, in line with needs of each class and our changing society.
- In Main Lessons, all students publish their own stories or book reviews to promote whole school enthusiasm for reading.
- Regular feedback, tracking and targets ensure that each students understands their own progress and learning journey and reaches their target grade at GCSE
- The students are commended for the originality and poise of their GCSE S&L recordings in Class 10, a culmination of many years of public speaking, debate and thoughtful expression.

Classes 11 and 12

After GCSE's, students who do not choose English Literature for A level continue to experience English Main lessons which include spoken word performance and poetry study. Each subject teacher plans their course around progressing literacy in all students, including subject terminology, writing factually, conducting debates, and reading around the subject. Students leave Michael Hall as articulate, creative and confident speakers and writers, with a lifelong, embedded knowledge of meaningful stories, cultures, poems and plays.

Impact:

We continually assess the success impact of the implementation of our literacy policies by rigorous progress tracking throughout the Lower School years. This consists of annual benchmarking assessments of reading and writing age; PITA tracking, up-to-date Lowest 20% Readers (with individual action points); and yearly screening and support by the SEN Department. In KS3 the students begin to be assessed by the 1-9 band system (on tracking systems) in order to assess their target GCSE grade and continual progress,

In the Upper School, GCSE students receive half-termly tracking reports, and if they receive an Amber or Red at any point this will be accompanied by an action plan and discussion with parents. Rigorous fortnightly progress tracking highlights any concerns: specific areas of weakness, need for new approaches, or a reminder for further challenge.

Beyond GCSE, students are tracked in each Literacy Main Lesson (Narrative Writing, Myth Into Literature, Spoken Word, Romanticism, Parcival) as well theatre productions and a debate club (paused during Covid).