



BURLINGTON
HOUSE SCHOOL

Literacy Policy

Responsible person: Adam Ford

Review Cycle: Annual

Last review date: August 2023

New review date: September 2024

In all Burlington House School policies, the words “Burlington House School” refer to Burlington House Prep, Burlington House Senior and Burlington House Sixth Form.

Burlington House School is owned and operated by **Cavendish Education**.

General Introduction:

This policy is one of a series of school policies that, taken together, are designed to form a comprehensive statement of the school’s aspiration to provide an outstanding education for each of its students and of the mechanisms and procedures in place to achieve this. Accordingly, this policy should be read alongside these policies. In particular it should be read in conjunction with the policies covering equality and diversity, Health and Safety, safeguarding and child protection.

All of these policies have been written, not simply to meet statutory and other requirements, but to enable and evidence the work that the whole school is undertaking to ensure the implementation of its core values: that ‘all children can achieve’.

While this current policy document may be referred to elsewhere in Burlington House School documentation, including particulars of employment, it is non-contractual.

In the school’s policies, unless the specific context requires otherwise, the word “parent” is used in terms of Section 576 of the [Education Act 1996](#), which states that a ‘parent’, in relation to a child or young person, includes any person who is not a biological parent but who has parental responsibility, or who has care of the child. Department for Education guidance [Understanding and dealing with issues relating to parental responsibility September 2018](#) considers a ‘parent’ to include:

- all biological parents, whether they are married or not
- any person who, although not a biological parent, has parental responsibility for a child or young person - this could be an adoptive parent, a step-parent, guardian or other relative
- any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

The school employs the services of the following consulting companies to ensure regulatory compliance and the implementation of best practice:

- Peninsula BrightHR
- Peninsula BrightSafe (Health and Safety)
- Atlantic Data (DBS)
- Educare (online CPD)
- SchoolPro (data protection)
- Marsh Commercial (insurance)

Burlington House School is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, pupils and visitors to share this commitment.

All outcomes generated by this document must take account of and seek to contribute to safeguarding and promoting the welfare of children and young people at Burlington House School.

The policy documents of Burlington House School are revised and published periodically in good faith. They are inevitably subject to revision. On occasions a significant revision, although promulgated in school separately, may have to take effect between the re-publication of a set of policy documents. Care should therefore be taken to ensure, by consultation with the Senior Leadership Team, that the details of any policy document are still effectively current at a particular moment.

1. Policy Aims

Standard 1: The quality of education provided

At Burlington House School, we accept the fundamental principle that literacy is the key to improving learning and raising standards. It enables pupils to gain access to the subjects studied in schools, to read for information and pleasure, and to communicate effectively. Poor levels of literacy impact negatively on what pupils can do and how they see themselves. As we are a specialist school for pupils with Specific Learning Difficulties, it is expected that the majority of pupils will be identified as having literacy as an area of need. All teachers, therefore, share responsibility for the teaching of literacy across the curriculum. Crucially, we believe that functionally literate pupils will ultimately emerge as confident and articulate communicators, fully prepared to enter the wider world.

1.1 Burlington House School aims to:

- Adopt a whole-school approach to literacy across the curriculum by encouraging staff to promote inclusion through appropriate schemes of work and lesson planning
- Enable all pupils to reach their potential in the key literacy skills of reading, writing, speaking and listening
- Raise staff awareness of key literacy strategies through INSET and the dissemination of good classroom practice
- Encourage models of good practice - E.g. Sharing good practice and encouraging collaboration between colleagues in order to promote literacy developments and the sharing of best practice

- Provide a learning environment which is equipped with a range of motivating and stimulating literacy resources
- Establish procedures for monitoring literacy progress with a view to providing additional support for those pupils who require ongoing intensive intervention
- Ensure that teaching staff are familiar with the specific literacy demands of their subject and ensure sufficient coverage of these skills in their lesson planning
- Identify pupils' learning and literacy strengths and weaknesses and know how to build upon these in order to promote pupil progress
- Ensure that all teaching staff and Learning Support Assistants achieve, within arranged period of time at the school, a qualification in teaching learners with SpLD
- Identify specific literacy targets for pupils and provide interventions where appropriate
- Ensure that all pupils who make less than expected progress in annual standardised testing are 'flagged up' as requiring additional support

1.2 The aim of literacy intervention is for Burlington House School pupils to be able to:

- Read and write with confidence, fluency and understanding
- Use their skills in speaking and listening to explore, visualise, articulate and extend their understanding of texts
- Use a full range of reading cues (phonic, graphic, syntactic, contextual) to monitor their reading and correct their own mistakes
- Understand the sound-symbol relationship and work through a structured phonics programme to ensure that they have sufficient skills to be able to read and spell complex multisyllabic words accurately
- Have an extensive vocabulary to support their reading and writing
- Distinguish between fact and opinion
- Understand literal and figurative language
- Discuss, question, hypothesize, speculate, evaluate, solve problems and develop thinking about complex issues and ideas
- Paraphrase information and summarise the key information to assist with recall
- Develop, through reading and writing, their powers of imagination, critical awareness and thinking,
- Infer meaning by reading between the lines, making predictions about what might happen next and drawing conclusions based on evidence in the text
- use appropriate reading strategies to extract particular information, e.g. highlighting, scanning for a particular piece of information and skimming texts for a 'tone, purpose and audience' of content,
- Be familiar with a range of narrative styles and literacy genres
- Plan, draft, revise and edit their own work
- Evaluate and criticise written texts
- Adapt their writing to suit audience and purpose
- Be able to use a variety of means, including ICT, to produce texts for different audiences and purposes,
- Write cohesively in an increasingly sophisticated style, using varied punctuation, sentence structures, Paragraphs and technical devices
- Spell a wide range of high and low frequency subject specific words,
- Read and write with enjoyment

2. Implementation

2.1 The strategies, which are used in English lessons, Learning Skills/Study Skills sessions and one-to-one and small group intervention and Speech and Language sessions, are as follows:

- The teaching of the basic skills of reading, using a range of engaging & motivating techniques
- The development, implementation and monitoring of a structured phonic reading/spelling programme to ensure that the pupils have sufficient skills to read and spell complex multisyllabic words accurately
- The evaluation of children's speech processing skills to identify the level of breakdown, e.g. auditory discrimination skills, the ability to store and retrieve information from phonological/semantic/lexical representations, the ability to formulate and use motor programmes, motor planning (sequencing of sounds), articulation, etc
- The provision of opportunities for children to expand their vocabulary knowledge using a range of fun, motivating resources
- The provision of opportunities to discuss, question, hypothesise, speculate, evaluate, solve problems and develop thinking about complex issues and ideas using high quality motivating resources

2.2 Across the whole curriculum teachers will provide activities for pupils to:

- Read and follow written instructions in class, with opportunities to seek support if they encounter challenging words
- Learn how to select from written material, paraphrase, question and challenge what they read in books, newspapers or from the internet
- Engage in differentiated written tasks, which have been adapted to suit the ability levels of the child

Teachers will provide reading material which is up to date, relevant, and balanced in its presentation of ethnicity, culture, gender and appropriate for the age and ability of the pupils. Teachers will refer to data about pupils' reading levels for lesson planning, assessment and reporting for all curriculum areas.

Teachers will set writing tasks that have clear and immediate purposes, are objective driven, and which are appropriate for the age and ability of the pupils concerned.

Teachers will teach pupils how to structure their writing using a variety of sentence structures and paragraphs and encourage the use of a wide range of punctuation, including higher order punctuation e.g. semi-colons, colons and brackets, without setting unrealistic expectations for pupils with diagnoses of dyslexia.

Teachers will ensure that pupils have access to dictionaries, thesauruses and displays showing high frequency keywords. Where pupils are asked to write in a particular genre, e.g. a newspaper report or essay, teachers will ensure that pupils are familiar with the appropriate style and conventions.

Pupils who have significant difficulties with the mechanics of handwriting will receive support in Occupational Therapy sessions, either by working individually with the therapist or by participating in handwriting groups led by the Occupational Therapist. Advice from the OT department will be given to support pupils who have sensory processing issues which could impact on their attention and learning.

3. Speaking and Listening Support

The strategies that are in place at Burlington House School in order to support pupils with speaking and listening difficulties are as follows:

Pupils who have significant speaking and listening difficulties will be assigned to a Learning Skills group with a language and communication focus. In these lessons teachers will team teach social communication skills alongside a Speech and Language Therapist. Across the whole curriculum, teachers will provide opportunities for pupils to:

- Listen to and follow instructions
- Discuss, explore and develop ideas collaboratively with others
- Ask and answer appropriate questions
- Speak formally and informally for a variety of purposes and for a variety of audiences
- Reflect critically on their speaking and listening

4. Statement of Progress

Allowing for the SpLDs of our pupils where a child with dyslexia as an example, will have a spiky cognitive profile and that some pupils have mental health issues which affect their ability to access literacy support, we expect the average pupil who enters the school (as evidenced by standard scores from literacy-based assessments such as the York Assessment of Reading Comprehension in the range of 71-77), to achieve standard scores in the average range (85-115) within five years. Prior to admission, we also conduct a GL reading assessment, which identifies whether or not pupils' needs can be met.