



Literacy at Lymm High School

Introduction

Lymm High School seeks to ensure that all students have the opportunity to develop the highest levels of literacy across the curriculum and in all aspects of the school. We believe that literate young people will have access to a far wider range of opportunities when they leave us and that high levels of literacy help provide the foundations for students to become life-long learners and socially responsible members of society.

We seek to develop our students' skills so that they learn to read and write for pleasure and that these become life-long habits. We believe that all children should engage with reading and writing and that this is a whole school responsibility. In addition to reading and writing, we also believe that literacy helps develop effective speaking and listening skills and enables students to use language in order to become independent learners, thinkers and communicators.

The impact of our work can be seen most obviously in our strong English results. For example, 82% of students who left us last year made expected levels of progress and 49% made *more* than expected levels. Both of these figures are a long way above national averages.

How literacy is promoted

There are a number of different ways in which literacy is promoted throughout the school. These include:

- One of the school's senior leaders is a nationally accredited Specialist Leader in Education (SLE) for literacy and dyslexia; and a qualified specialist teacher of dyslexia.
- Literacy training forms part of the annual INSET offer to staff, ensuring that they feel confident and competent in supporting literacy development within their areas.
- All students are tracked annually for reading and spelling ages from Y7 through to Y10 and on entry to Y12. This information is then used by the Learning Development and English faculties to identify key students who may need additional screening. The information is also shared with all staff to enable appropriate differentiation as well as supporting progress across the whole curriculum.
- Most classrooms have a word wall where subject specific keywords act as visual prompts.
- There is a literacy marking code to support students in subjects other than English.
- The English department have developed a KS3 starter scheme of work which relates to improving Spelling, Punctuation and Grammar (SPaG) and a weekly homework activity is similarly related to SPaG.
- The English faculty hold termly meetings with primary Y6 teachers to bridge the gap between Year 6 and Year 7 and to ensure moderation of marks across both settings.



- The form time programme includes a dedicated form session following the Drop Everything And Read (DEAR) philosophy. All forms have book boxes and read for at least one form period per week.
- Our theme of the week programme in tutor time includes a week dedicated to World Book Day and a World Poetry Day.
- A peer mentoring scheme between Sixth Form and Year 7 students supports literacy, partly through providing positive role models.
- The school subscribes to First News and literacy is further promoted through the pastoral programme where form activities revolve around, 'Word of the Week' and 'In the news...'
- The Independent Learning Centre is well used at social times and supports the curriculum.
- Year 7 students all receive a free book to promote reading for pleasure, through the Bookbuzz initiative promoted by Book Trust and this forms part of the ILC induction programme for Year 7.
- The ILC has regular displays linked to world events, where connected books are promoted and shared with students. Activities entice students into the library throughout the year, such as Roald Dahl 100, which had a range of interactive activities, promotion of books and cake sale, all linking with a class activity and competitions which had a prize of a Kindle.
- Our homework expectations include 'reading for pleasure', where parents monitor independent reading at home every evening.
- Reading for pleasure is promoted by all staff in a variety of ways, including: two annual poster campaigns promoting wider reading; book signs on classroom doors; and email salutations.