



PRIORY SCHOOL
EDGBASTON

SENIOR LITERACY POLICY

(NON-STATUTORY)

Trustee Committee:	Education	
Date Approved:	October 2025	
Next of Review:	October 2028	
Member of Staff Responsible:	LF Leanne Flood Assistant Headteacher	
Trustee Overseer:	Initial + Name of the member of the Governing Council	
Intended Audience:	Options: Employees, Volunteers, Parents,	
Relevance:	Whole School	No
	Early Years	No
	Preparatory	No
	Seniors	Yes
Access:	Website	Yes
	Internal	No
	Restricted	No

Our Mission Statement

Priory School is a thriving, co-educational independent school founded upon a rich Catholic heritage which welcomes those from all faiths and none.

In partnership with parents and guardians we provide a nurturing, family-based ethos, alongside high-standards of teaching and learning, enabling all pupils to achieve their potential.

We embrace diversity and interfaith understanding alongside awareness of environmental and global issues, in response to the needs of our time.

The Governors and staff at Priory School are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors, regardless of their education, physical, sensory, social, spiritual, emotional or cultural needs.

The Governors, staff and pupils are committed to the safeguarding and welfare of pupils and staff.

To meet the needs of our school community, all our policies, including this policy, can be made available on different formats such as different font sizes or styles, colour, or alternate languages.

The Governing Council understands it has responsibility for ensuring the effective oversight of this policy and will assess, evaluate and review as necessary.

Aim

To provide a proactive and unified approach to literacy that enables students to access the language and linguistic requirements of all subjects.

Definition of Literacy

Literacy generates the development of effective skills in communication. To be literate is to be able to listen, speak, read and write at a level necessary to function in education, at work and in society.

1.Introduction to Literacy in the English Department

When it comes to literacy, no one said it better than Sampson;

“Every teacher is a teacher of English because every teacher is a teacher in English”

Priory School’s Literacy strategy aims to recognise the importance of English teaching within a cross curricular context. It reflects the idea that teaching can be improved, and standards can be raised if literacy skills are developed and enhanced across all academic subjects. Our requirements for Key Stage three assert that students should learn specific skills within the four precise topic areas which are as follows:

Word level – This focuses on the spelling of subject specific vocabulary and encourages students to develop their own techniques for learning spellings and definitions of challenging words. They are expected to demonstrate their ability to use a dictionary and thesaurus effectively and experiment with words to achieve a particular effect in their own writing.

Sentence level – Encourages pupils to write fluent complex sentences and recognising the effect of different types of clauses within texts as well as using them with their own work. This section also promotes paragraph in skills, language variation and writing in different styles for different purposes and audiences.

Reading - Not only promotes a student’s skill in reading and assimilating information but also develops their ability to locate resources, consider the presentation and structure of texts, skim and scan for information, read for meaning, understand the authors craft and consider the effect of different styles of writing.

Writing – Encourages students to write for different purposes, concisely and effectively for a specific effect or for a target audience. It also requires that students are able to note take, brainstorm, plan, draft as well as being able to structure coherent and methodical essays.

Oracy – encourages students to be able to communicate effectively within group discussion, debate and within the context of presentations and role play.

The overall aims of our strategy are as follows:

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- To set out teaching objectives for pupils in Key stage 3 this will ensure that they build on their achievements from primary school.
- To provide a basis for target setting
- To ensure that pupils entering key stage 3 below satisfactory baseline levels are supported to enable them to catch up.
- To provide guidance on how teachers can use these objectives to plan appropriately challenging work for their pupils.
- To enable SLT and curriculum managers to set high and consistent expectations for achievement.
- To promote continuity and progression at transition stages through collaboration with Prep School subject leaders as per the 'Through School' Curriculum

2. Outline of Aims

Any school strategy for literacy should be essentially a non-prescriptive guideline to implementing, maintaining, and assessing literacy across the curriculum. It should take into consideration the nature of our work in alliance with the values, ethos, and working practices of each academic department.

Students are aware of the importance of grammar, spelling and sentence construction in English lessons, although they are often reluctant to focus on these skills during lessons in subjects where other skills take priority. It is also acknowledged that different subjects teach students to write and communicate in different ways for a specific effect and that in order for this to be effective, a basic awareness of literacy within the context of specific subject areas should be addressed.

Literacy underpins the school curriculum by developing pupils' ability to speak, listen, read, and write for a range of purposes, in a variety of styles and for different audiences. They use language to learn and communicate, to think, to explore and organise. Helping pupils to express themselves clearly both orally and in writing enhances and enriches teaching and learning in all subjects. All departments and all teachers have a crucial role to play in supporting pupils' literacy development. Literacy is fundamental to personal and social development and to lifelong learning. It is an entitlement for all pupils and therefore the responsibility of all teachers, in partnership with parents, Board of Governors, and other support agencies.

General Aims

- To provide effective working relationships to promote the literacy skills of students in all areas of their academic careers.
- To recognise that language study is fundamental to the understanding and development of students both academically, socially, and emotionally.
- To allow students to become effective communicators both in writing and orally.
- To improve shared and individual expectations, thus improving standards.

3. Purpose

It is recognised that teachers across the curriculum already adhere to the implementation and values of literacy within a wider academic context, and that the purpose of this policy is merely to provide a set of guidelines to understanding the role of literacy across the curriculum, as well as possible strategies for its implementation. Any policy should provide an agreed set of values and recommended

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practices that underpin both what we do and what we hope to achieve which can be effectively executed and monitored.

4. Priory compared to National Averages.

Historically, baseline testing in years 7 & 8 have shown that students at Priory are currently achieving slightly higher than the national average for reading, spelling, and grammar. The implementation of a school policy for literacy would ensure the continued improvement and maintenance of high standards and widen the gap between the national standard and the higher achievements of Priory pupils.

5. Strategies for Cross Curricular Provision and Implementation

Reading

- We should use available data on students' reading and spelling levels as well as baseline tests and other formal assessments to make informed choices about appropriate texts and to plan appropriate support for students so that they may successfully access texts.
- We should take opportunities to demonstrate pleasure in reading.
- We should ensure that every lesson begins with 5 or 10 minutes of dedicated reading time.
- We should make opportunities both in lessons and in tutorial times for students and teachers to share their reading experiences.
- We should provide planned opportunities across the curriculum for students to:
 - Read and follow written instructions.
 - Read and engage with the narrative of events or activities.
 - Follow up their interests and read texts of varying lengths.
 - Question and challenge printed information and views.
 - Read with understanding, descriptions or processes, structures, and mechanisms.
 - Read and explore ideas and theories.
 - Learn how to sift and select and take notes from texts and read to locate and relocate information.
 - Learn how to scan for overall meaning and scan for key points, words, and phrases.
 - Use reading to research and investigate from printed words and moving images, and ICT texts.

See detailed guidance in appendix 1

Writing

- We should draw attention to the purpose and intended readers of each piece of writing.
- We should pay close attention to writing as a learning tool as well as a product of the learning.
- We should help students to appreciate the differences between Standard English and non-standard forms of the language.

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- We should help students to recognise the appropriate form for their written responses so that they know when to respond in note form and when more formal constructions are required.
- We should provide planned opportunities across the curriculum for students to:
 - Make notes from a variety of sources.
 - Use writing to plan, organise, and record.
 - Plan, draft, discuss, and reflect on their writing
 - Learn the conventions of different forms of writing in different subject areas.
 - Write collaboratively with other students.
 - Present some writing for display.
 - Expect high standards of presentation in most pieces of writing.
 - Provide good models of different kinds of writing.
 - Provide dictionaries and lists of subject vocabulary and encourage students to use them.
 - Help students to use a range of strategies to learn spellings.

Oracy

- Lessons should provide planned opportunities across the curriculum for students to engage in purposeful talk, both formally and informally.
- In planning for talk, we should consider pace and timing so that purposeful talk is maintained.
- Whilst teacher exposition is essential, we should take account of demands on concentration to ensure that students are required to listen for realistic lengths of time
- We should give students regular opportunities to speak and listen in the following contexts:
 - ❖ In pairs
 - ❖ In small groups
 - ❖ With the teacher or another adult
 - ❖ In whole class discussion
 - ❖ Presentation to a wider audience
 - ❖ Exploring and describing events, activities and problems and developing ideas with others.
 - ❖ Reporting back to a wider audience in order to consolidate ideas and understanding.
 - ❖ Asking and answering questions
 - ❖ 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.

6. Management of Literacy: The Role and Responsibilities of the Literacy Coordinator (L.Flood)

The DFES identifies the role of the literacy coordinator as working with all departments to:

- Provide leadership and direction
- Ensure that language teaching is managed and organised to meet school aims and objectives.

Reviewed and revised by Leanne Flood September 2025

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- Encourage high standards of teaching and learning, with particular responsibility for language across the curriculum.
- Play a major role in school policy development in relation to language and learning, and take responsibility for producing a Literacy Action Plan.
- Conducting literacy audits.
- Supporting, motivating, and guiding other colleagues.
- To work with the SENDCO in providing resources and guidance for SEND pupils.
- Producing reports on baseline assessments
- Contribute to the monitoring process, which may include the use of resources such as ICT.
- Identify needs in the area of language in relation to the needs of the school.
- Identify EAL needs of students through execution of the EAL policy and framework

7. Responsibilities of Head of English Department (L. Flood)

- To monitor and review the implementation of literacy in Departmental meetings.
- To manage the resources required for the implementation of the policy.
- To set targets in response to the literacy audits.
- To monitor and evaluate pupils' achievements within the department through formative and summative assessments.
- To monitor the annual review of school literacy

8. Responsibility of Every Member of Staff

- To use agreed common approaches and strategies in the delivery and promotion of the whole school literacy programme.
- To contribute to the development and implementation of a whole school literacy programme.
- To contribute to the monitoring and evaluation of language development within own subject area.
- To assist in the process of departmental target setting.
- To communicate with the literacy coordinator regarding issues that arise
- To provide evidence within Schemes of Work and /or lesson plans that literacy within lessons is being considered.

9. What's in it for Departments?

- A greater academic fluency and consistency between departments
- A closer working environment within the context of provision for the abilities of students.
- Assistance and supporting the implementation of literacy programmes
- Regular data regarding test scores and the academic development of students from the English Department.

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10. Monitoring and Assessment

It will be the responsibility of each subject teacher to monitor the effect of the literacy strategy throughout each academic year. The literacy coordinator will endeavour to review the process of the programme at the end of each term. The long-term plan for school literacy will include the inclusion of literacy-based learning walks and work scrutinies, and the development of a literacy-based task force.

The success of the literacy strategy will be monitored and evaluated through:

- Pupil progress in terms of gains in reading and spelling and baseline testing.
- On-going formative assessments of class work and homework.
- Key Stage 3 and 4 external examination results.
- Internal school assessments.
- The use of the school library.
- Responses from pupil and parent surveys.
- Achievement of whole school and departmental literacy targets and parent meetings.
- Tutorials with students.
- Feedback from student voice surveys
- Evidence from departmental work scrutinies and learning walks.

11. Marking

Mistakes in literacy should be communicated through the use of the following symbols. Students should be made aware of this and have a copy in their exercise books for reference.

SP	Spelling error	Gr	Grammatical error
Exp	Awkward expression	//	New paragraph
P	punctuation	/	New Sentence
^	Word missing	C	Capital letter

12. Differentiation

A whole school literacy policy should adhere to the requirements of pupils as highlighted by our inclusive provision for SEN and EAL pupils. Schemes of Work and lesson plans should demonstrate that literacy is an integral part of each academic subject.

13. Long Term Advantages

- A concise and effective range of literacy skills that are taught within the context of different academic environments which equip students with a wider understanding of language.
- An increase in aspirations, expectations, and standards that provide students with achievable aims within a multi-disciplinary context.
- The increase of students' confidence in their own abilities
- A cohesive and more effective working relationship between departments

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- The consideration of language skills within different contexts will give students a wider experience of language and its uses in preparation for their future academic and professional careers.

14.Guidelines for Implementing Literacy in the Classroom

Correcting Spellings

When work is handed in, teachers should be checking spelling, grammar, and punctuation as a matter of course. When students spell a word inaccurately, it should be underlined in red pen and (sp) should be put in the margin. It is then the student's responsibility to look up the correct spelling of that word and it should then be written correctly in their spelling logs.

Often, however students become disheartened if their homework is returned to them with lots of corrections. It is therefore suggested that the English Department alone will correct all mistakes and that other departments should correct only the spelling of words that are relevant to the subject i.e. key terminology.

How to learn spellings – weekly spelling tests

All departments should have regular spelling tests, testing key terminology within each topic. Different methods for learning spellings are taught within the English Department and are as follows:

- **Mnemonics** – learning a word by making up a rhyme, sentence or saying out of its letters i.e. **NECESSARY** = **N**ever **E**at **C**arrots **E**very **S**econd **S**aturday **A**fter **R**eally **Y**awning. Or **SCARCELY** = **S**ome **C**reatures **A**re **R**eally **C**lever **E**specially **L**arge **Y**aks.
- **Read – Cover – Write** Students read a word, try to remember it, cover it up and try to re write it.
- **10 Times Rule** - Writing a word down ten times enables students to remember it easily.
- **Deconstructing words** – Breaking words up into their component parts enables smaller chunks of the word to be learned one at a time and also assists with other words that may follow the same pattern.
- **Phonics** – Learning the sound patterns of words.
- **Spelling Logs** – The English Department provide students with spelling logs which are filled in by the students over the course of all three terms.

15. Handwriting Policy

- All students across all academic subjects should use a fountain pen or handwriting pen only. Biro, especially fashion pens (fluffy pens that light up, glittery gel pens etc) are not acceptable and lead to work becoming messy and illegible.
- Regular checks will be made by the English Department to ensure that students have suitable pens. Other departments should make sure that these pens are used across all academic subjects.
- Students should use joined-up writing at all times.
- Tipex is strictly prohibited, but ink erasers will be allowed.
- All dates and titles should be underlined.

16. Marking Policy

The marking and correction of literacy must correspond to the guidelines for marking within the whole school marking and assessment policy.

17. Templates for writing essays in each subject

It is acknowledged that formal essay writing in each subject can be very specific. For example, an essay plan in science may be very different from an essay plan in History or English. It is therefore suggested that students should be provided with essay templates on a regular basis or that such templates should be included in exercise books.

18. Further Guidance

Further information and guidance on key topic areas can be found in the following appendix and on the shared drive under 'whole school literacy'.

Appendix 1 – Reading Strategies.

Reading Initiatives for Staff.

The following are a series of activities that can be done in form time and elsewhere to enhance the provision for reading across the school. The purpose of these activities is as follows:

- To encourage an enjoyment of reading and positive attitudes (especially for boys).
- To foster an enjoyment and appreciation of different types of literature.
- To support the National Framework for Literacy (which is completed through the intensive literacy programme in English lessons.)
- To raise attainment
- To monitor low achievers
- To improve vocabulary

The development and improvement of Reading is the responsibility of all teachers across curriculum areas. Students should be taught subject-specific strategies to enable them to read with understanding, to locate and use information, to follow a process or argument and summarise, and to synthesise and adapt what they learn from reading.

This requirement encourages pupils to use language, both spoken and written, to think, learn, express their ideas and use information and evidence to support their analysis, ideas, and views. Pupils need to be able to read texts with understanding, evaluating their usefulness and reliability.

Reading across the curriculum

There are three main types of reading to be considered in any reading curriculum:

Basic – the mechanics of word recognition and comprehension

Functional – the ability to locate information, judge its relevance and organise its use

Recreational – reading for enjoyment, entertainment and personal enrichment.

Enhancing pupil's language skills enhances their subject learning.

Recommended Reading Lists:

If students are struggling to decide what book they should read, they should refer to the English Department's 'Recommended Reading Lists'. Every student has a copy of the reading list for their age group stuck in the back of their English book. More able readers should access the reading lists for the older students and less able students can choose books from the lists aimed at younger students. **All students in KS3 have a Reading log book in their literacy folder. We award prizes each term for those students who have read the most books.**

1) 5-10 minute Reading Starters

All students should carry a reading book with them to all lessons and form time. All lessons should start with five to ten minutes of dedicated reading time to ensure a productive and effective start to the lesson.

2) Silent Reading Time

During form time on a Wednesday, get students to sit and read their own book in silence. It may be the case that students sit holding the book tightly but not really reading at all. For this reason, get them to fill in a log at the end of the session which gets them to summarise the development of the

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plot. This way it will become clear who is reading and who is staring vacantly at the pages. A (photocopy for each student is included in this pack.)

3) Paired Reading

Put students into pairs. It will work best with an older student and a younger student or purposely put students of different academic abilities together. Get them to take it in turns to read to each other for 5 minutes at a time. The person who has read will also need to summarise what they have just read to their partner. After they have completed this activity, get those to peer evaluate their progress using the record sheet included.

4) Reading Reward Programme (Yr 7 and 8 only)

All students in Year 7 have a copy of the 'Reading Reward Programme'. This is a booklet containing around 4 reading tasks in each section. The sections are named after different authors. For each task, they are required to read a book / text / poem etc. and then complete the written task stated in their pack. For every task they complete, they get a merit, and when they have completed all of the tasks for each author they will receive a certificate in assembly. They are required to read a whole range of literature to complete the tasks, including historical literature, modern novels, poems, monologues, comics, and nonfiction books. This is in addition to their homework so any extra time they get to complete this will be useful. The English department are expecting all students to have completed this pack over the course of Year 7.

5) Book fair

This takes a bit of organising but will ensure that students have read a whole book by a deadline you give to them. Warn students that you want them to have read a whole book by the end of the term. Towards the end of the term, get students to set up a stall that is dedicated to the book they have read. They could lay out on their table a review of the book, pictures of the characters, artefacts that represent the story, a leaflet promoting the book etc. Then allow the students to walk around the stalls looking at all the information. Each stall holder could talk to those who visit their stalls and encourage them to read their book. This would be good to do between forms – have one form visit the fayre of another form and then swap over.

6) Vocabulary Activity

Allow the students 10 minutes to read their book. Then get them to record any words that they don't know the meaning of. Get students to hand their words into the teacher and then conduct a quiz in teams. Words that they don't know, they need to look up in the dictionary, and then it's a race to find the meaning before anyone else. They can also keep a record of the words they don't understand week on week and build up their own individual dictionaries.

7) Book Review (verbal and Written)

Towards the end of the term get students to fill in the book review log included in this pack. They could also take it in turns during form time to do a short presentation on their book to the rest of the group.

8) Activity to improve reading speed

Read very, very slowly; much slower than you would usually. After a while your brain rebels, and you will read a lot faster than you could before. Try it. It really works!

9) Activity to learn how to skim read

Explain the technique to students. Give each student a photocopy of a page of text. Get them to imagine the page is split up into 3 columns. Get them to read down the middle column and just

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glancing briefly at the words in the columns to each side. Get them to close the text and then test them on the information. You could give half the class a different text and get them to explain what it was about to the other half.

10) Newspapers

Many students do not enjoy reading books mainly because of the time it takes to get through a novel. We actively encourage reading shorter texts and therefore have a stock of newspapers in your classroom (checking the suitability of the news within it! The Sun is not recommended!) Give each student a newspaper to read, and then at the end of the session, get them to inform the rest of the group about the news they have read. This can also be good to start a class debate and will hopefully improve their knowledge of current affairs at the same time.

11) Form Group Displays

Get students to produce a visual display educating others about the book they have read. Get the students to then create a form group display on a designated notice board. This will serve to encourage others to read the books your group has been reading.

12) Whole Form Novels

We have a variety of novels in our stock cupboards that we could loan to forms. With their form tutor, classes could read and study a novel in form time throughout the course of the year and perhaps give feedback or create presentations to other forms based on their novel. The current titles we have in stock are as follows:

- A Good Day for Climbing Trees by Jaco Jacobs
- Ghost Boys by Jewell Parker Rhodes
- Star by Star by Sheena Wilkinson
- Boy 87 by Ele Fountain
- The Dog Runner by Bren MacDribble
- Star Gazing for Beginners by Jenny McLaughlan
- Pax by Penny Parker
- Dreaming of Bear by Mimi Thebo
- Booked by Kwame Alexander
- Running on the Roof of the World by Jess Butterworth

Please feel free to come and see LF if you want any more ideas. We have lots of literacy resources that can be used in form time including comprehension activities and work books for KS3.

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Silent Reading Log

Towards the end of the session (your teacher will tell you when that it is), you need to fill in this log sheet to summarise what you have read during the session.

Date	Book Read and author	Number of pages read today	What happened in the story? What do you expect to happen next?

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Paired Reading Log

Name: _____ Form: _____

Your partner will grade your reading by giving you three marks out of 5. You will get a mark for 1) Confidence 2) Accuracy 3) being able to summarise what you have read.

Key - Confidence

- 5 = I am extremely confident when I read
- 4 = I can read confidently
- 3 = I am confident reading parts of the text
- 2 = I am not very confident in reading most of the text
- 1 = I am not confident at all in reading this text.

Key – Accuracy

- 5 = I read all the words in the text accurately
- 4 = I read most of the words in the text accurately
- 3 = I read some of the words accurately in the text
- 2 = I found most of the words in the text challenging.
- 1 = I found nearly all of the words in the text challenging.

Key – Summary

- 5 = I was able to summarise the text accurately
- 4 = I was able to summarise most of the text accurately
- 3 = I was able to summarise some of the text accurately
- 2 = I found summarising the text challenging
- 1 = I wasn't able to summarise the text at all.

Date	Confidence	Accuracy	Summary

Date	Confidence	Accuracy	Summary

Date	Confidence	Accuracy	Summary
Date	Confidence	Accuracy	Summary

Date	Confidence	Accuracy	Summary

Date	Confidence	Accuracy	Summary

Date	Confidence	Accuracy	Summary
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Date	Confidence	Accuracy	Summary

Date	Confidence	Accuracy	Summary

Date	Confidence	Accuracy	Summary

Date	Confidence	Accuracy	Summary

Date	Confidence	Accuracy	Summary

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Book Review

Name of Book:
Plot:
Character Development:
What have you enjoyed?
What elements of your book did you not enjoy?
Would you recommend this book? Why?
Give your book a mark of 10
Are there other books in the series? (Find out and list them here)



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Priory School English Department 'Reading Reward' Project.

The Reading Reward project is an independent learning project open to all students in KS3. Activities within it form an integral link to the National Curriculum as well as aiming to encourage students to experience a wide variety of literature, both fiction and nonfiction that they may not usually read.

The programme helps students to understand what they have read and develops their skills as analytical readers. Many activities have specific links to curriculum areas; others aim to foster a wider enjoyment of literature.

Students should complete the tasks in their spare time and there is an expectation that they will finish the whole programme by the end of Year 7. On occasion, class teachers may set specific tasks for homework. All students are expected to carry a Reading book with them to all lessons, especially form time where there exist opportunities to read for short bursts during the school day.

The rules:

- The programme can be completed in any order.
- Each task, once completed, must be signed by both the parent / guardian and the student's English teacher
- One merit will be awarded for the completion of each task. Once each section has been completed a certificate will be awarded during assembly.
- Tasks cannot be based on books read as part of the English curriculum.
- The same book cannot be used to complete more than one task.
- The school librarian can be consulted for advice on books for specific tasks.

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Priory School English Department Bronte Award

Task 1

Choose a modern novel that you have enjoyed reading and research as much about the author as possible. You should present your findings either in a power point presentation or as an information booklet for your peers.

Parent / Guardian _____ English Teacher _____

Task 2

Read a novel based on war. Your teacher will be able to guide you on a suitable choice. Write a two page essay answering the following question: *"Discuss how the author illustrates the theme of conflict in the novel...."*

Parent / Guardian _____ English Teacher _____

Task 3

Read a collection of poems of your choice. Your teacher will be able to guide you. Learn one of the poems off by heart and recite it for your teacher. You should also provide a brief commentary about the context and themes and your overall opinion of the poem.

Parent / Guardian _____ English Teacher _____

Task 4

Read a book of your choice. You have been asked by a publishing company to produce a new and exciting sleeve for the book. Design your sleeve remembering to do a back cover (with blurb) and a spine. Present it to your teacher explaining how you have designed it and why.

Parent / Guardian _____ English Teacher _____



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Priory School English Department Dickens Award

Task 1

Read a classic novel of your choice. Write a creative piece where you add an additional chapter to the book. It may be a conversation between two characters that the reader didn't get to hear or a scene before the novel started or after it finished. Your chapter should be at least two sides of A4.

Parent / Guardian _____ English Teacher _____

Task 2

Read a selection of myths or folk tales. Re write one of the myths or tales you have read as a modern day tale. Your work should be at least two sides of A4.

Parent / Guardian _____ English Teacher _____

Task 3

Read at least two poems from different cultures. Complete a three page essay comparing and contrasting the poems.

Parent / Guardian _____ English Teacher _____

Task 4

Read an adventure novel of your choice. Write a monologue from the perspective of the main character explaining one of the events they were involved in / witnessed in the novel. Your monologue should be at least two sides of A4.

Parent / Guardian _____ English Teacher _____



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Priory School English Department Austen Award

Task 1

Read two novels from the same series. It may be two Harry Potter books for example. Pretend that two characters in the separate novels meet for the first time. Write a drama script that illustrates their first meeting.

Parent / Guardian _____ English Teacher _____

Task 2

Read a novel that is set in a different country. Write a report explaining what you have learned about the cultures and traditions of this country from the novel and produce a holiday brochure about this destination.

Parent / Guardian _____ English Teacher _____

Task 3

Read a biography or autobiography of your choice. Produce a scrapbook that summarises the life of the person / celebrity you have read about.

Parent / Guardian _____ English Teacher _____

Task 4

Read a collection of short stories that follow a theme. Produce a review for a literary magazine where you discuss the collection.

Parent / Guardian _____ English Teacher _____



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Priory School English Department Tolkien Award

Task 1

Read a novel from the 'gothic' genre. Your teacher will help with your choice. Select an extract where gothic conventions are used and produce a two page essay analysing how the author uses gothic conventions.

Parent / Guardian _____ English Teacher _____

Task 2

Read a non-fiction text and produce an information booklet that summarises the information that you have learned.

Parent / Guardian _____ English Teacher _____

Task 3

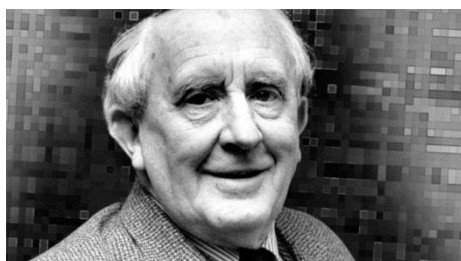
Read a selection of pre 20th century poems and write a commentary detailing your thoughts about the themes, content and style of the poems you have read. Write your own poem in the style of one of the poems in the collection.

Parent / Guardian _____ English Teacher _____

Task 4

Read a play of your choice. Once you have finished reading it design the stage for a production of it. You should draw a detailed diagram and annotate it to explain all the features of your design. Write a letter to a theatre manager persuading him / her to use your design in their next production.

Parent / Guardian _____ English Teacher _____



SENIOR SCHOOL LITERACY POLICY



PRIORY SCHOOL
EDGBASTON

Priory School English Department Eliot Award

Task 1

Read a novel that is set in the future. Write a list of at least ten questions you would like to ask the author about why they view the future in this way.

Parent / Guardian _____ English Teacher _____

Task 2

Choose a modern novel that currently does not have a film version in existence. Write a letter to Steven Spielberg outlining the plot of the novel and explaining why you think it would be an entertaining film.

Parent / Guardian _____ English Teacher _____

Task 3

Read a novel of your choice and produce a diary entry from the perspective of the main character (protagonist) sharing their views / experiences of a key scene in the text.

Parent / Guardian _____ English Teacher _____

Task 4

Read a historical novel (something that was written before 1900). Produce a visual comic book which summarises the story for a younger audience. Your cartoon should encourage your audience to read the novel themselves.

Parent / Guardian _____ English Teacher _____



SENIOR SCHOOL LITERACY POLICY



PRIORY SCHOOL
EDGBASTON

Priory School English Department Orwell Award

Task 1

Read a novel that is set in a past historical era. Create a board game based on the events in the novel. Produce a set of instructions to guide players through your game.

Parent / Guardian _____ English Teacher _____

Task 2

Read a text (poem or novel) based on a real event in history. Write a two page essay that answers the following question: *How does the author bring history alive in the novel / poem*

Parent / Guardian _____ English Teacher _____

Task 3

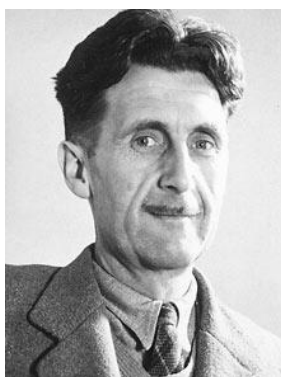
Read a novel of your choice. Produce a test paper that tests the knowledge of other students. Your test should have at least twenty questions and should contain both multiple choice and longer answer questions.

Parent / Guardian _____ English Teacher _____

Task 4

Choose an article that appears in both a tabloid and broadsheet newspaper. Write a comparison explaining how the newspapers have reported the story differently.

Parent / Guardian _____ English Teacher _____



SENIOR SCHOOL LITERACY POLICY



PRIORY SCHOOL
EDGBASTON

Priory School English Department Rowling Award

Task 1

Read a book written by one of the authors named in each section of this project. Write a general book review giving your thoughts and explain why you would / wouldn't recommend it to your peers.

Parent / Guardian _____ English Teacher _____

Task 2

Read a Shakespeare play. This could be a translation, a modern version or from a 'Shakespeare Made Easy' text; you don't have to read it in the Shakespearean language unless you would like to. Write a brief synopsis of what happens in each scene and then write a letter addressed to your English teacher persuading them to teach this text in year 8.

Parent / Guardian _____ English Teacher _____

Task 3

Read a novel of a genre that you would not usually choose to read. Create (on paper), a Facebook page for the main character which shows postings about events that have happened in the text.

Parent / Guardian _____ English Teacher _____

Task 4

Read a comic book. Re write the plot as a story that is around one side of A4.

Parent / Guardian _____ English Teacher _____



SENIOR SCHOOL LITERACY POLICY



PRIORY SCHOOL
EDGBASTON

Priory School English Department Reading Reward Log Sheet

Shade in each section of the table once you have completed the task

Task 4							
Task 3							
Task 2							
Task 1							
Award	Bronte	Dickens	Austen	Tolkien	Eliot	Orwell	Rowlin

SENIOR SCHOOL LITERACY POLICY

