Literacy Policy

Change Control

Date	Changes made	Agreed by	Authorised for use by	Date of review

Monitoring and Review (if applicable)

Contents

1.0 INTRODUCTION

We have a commitment to developing the literacy skills of all students, regardless of ages or ability, in order that they can become effective and independent communicators. Effective communication is essential for both academic success and effective participation in the wider world and therefore all staff share a commitment to supporting the explicit teaching of literacy skills across the curriculum. Where possible, staff will provide opportunities for students to develop their skills in the disciplines of reading, writing and speaking and listening and provide opportunities to communicate with a variety of audiences and for a variety of purposes. Staff understand the literacy demands of their subjects and support these through learning and teaching.

Monitoring standards

- Levels of student literacy are monitored in line with the academy's monitoring of teaching and learning, including the use of learning walks and student work scrutiny;
- Reading tests are used to benchmark students' progress and reading age on an annual basis for all year groups and more regularly for students in Years 7 and 8. This data will be used to identify students in need of intervention and appropriate opportunities for support with be arranged;
- Literacy initiatives will run on an on-going basis for varying groups of students. This includes the academy's regular reading programme for Years 7 and 8;
- Available literacy data will be made available to all staff via the Academy's data system.

2.0 RATIONALE

- A minimum level of literacy needs to be attained by all students before they are able to access the curriculum effectively and independently;
- Literacy skills need to be explicitly taught to students of all ages and ability;
- A cross-curricular approach to literacy will support high levels of basic skills;
- Collaboration between Heads of Department, led by the Assistant Principal Teaching and Learning, will ensure the development of common approaches to teaching and learning in literacy. These approaches are reviewed throughout the academic year in order to plan for the good progress of all students within each cohort and in response to changes to standards of literacy and communication demanded by the specifications for GCSE and BTEC qualifications offered by the academy;
- All staff will explicitly teach language features relevant to their own subject in order to further develop literacy skills;
- All staff will plan challenging and varied learning activities that are appropriate to the language abilities of students;
- All staff will encourage and reinforce high standards of language use in students appropriate to their ability and maturity, including accurate application of spelling, punctuation and grammar;
- All staff will demonstrate the importance of the appropriate use of language to suit audience and purpose (informal/formal);
- The learning environment across the Academy will promote the appropriate use of literacy and language.

3.0 ENTITLEMENT OF STUDENTS

- All students are entitled to support in developing their literacy skills, regardless of age and ability;
- All students should have access to engaging, challenging and appropriate resources across a variety of media platforms;
- All students should be encouraged to see the relevance of effective literacy skills in the wider world;
- All students should have access to personalised learning opportunities and intervention where necessary;
- Our commitment to developing literacy skills for all students is defined within three categories of reading, writing and speaking and listening, as set out below.

4.0 READING

All staff will:

- Take account of students' reading ages and prior attainment to plan appropriate resources and strategies;
- Review the reading demands placed upon all students in their subject area, to ensure that reading for understanding is explicitly taught;
- Employ a range of strategies to ensure that students are active readers;
- Ensure that there are resources available to challenge and extend the abilities of the ablest students taking their subjects;
- Consult with the Academy Librarian to review resources likely to be accessed by students through their work in their subject area;
- Promote reading both for learning and pleasure, including the effective implementation of the academy's regular reading programme;
- Reading intervention programmes will be in place to improve the skills of weaker readers, in order that they can better access the academy curriculum.
- All staff should develop the language skills to explicitly teach the literacy demands of their subject;
- All staff should develop differentiated resources that assist them in explicitly teaching the literacy demands of their subject;
- All staff are entitled to feedback via lesson observations to allow them to improve their pedagogic practice and better support students' literacy development;

5.0 WRITING

All staff will:

- Ensure that the review and redrafting of some pieces of written work is perceived as the norm by their students;
- Support students' writing through the explicit teaching of structure and language relevant to their subject area;
- Support oral work as means of preparing for writing and assisting students in planning and organising;
- Employ strategies such as writing frames to support the development of students' extended writing;
- Consult with the Academy SENCO and Heads of Department to ensure matching of difficulty in writing tasks to individual ability;
- Ensure that there are written tasks available which will challenge and extend the abilities of the ablest students;
- Play their part in improving students' spelling, handwriting and presentation of written work, consistent with the overall Academy Marking Policy.

6.0 SPEAKING AND LISTENING

All staff will:

- Explicitly place value on oral work as well as written work, recognizing that discussion of topics is usually an essential precursor to any written work;
- Review teaching content and styles to monitor, modify and provide a variety of student opportunities for speaking and listening;
- Plan structured opportunities for talk in lessons, providing clear guidance, support, roles and outcomes;
- Provide differentiated support materials to assist students in scaffolding talk;

- Ensure that students' oral contributions and achievement, formal and informal, are included in the process of teacher assessment (where necessary) and rewarded with positive praise and in line with the academy's rewards system;
- Model examples of effective and formal speaking both in their own speaking and in giving examples of what is expected from students in their own speaking;
- Promote the use of appropriate vocabulary, relevant to audience and purpose of tasks.