

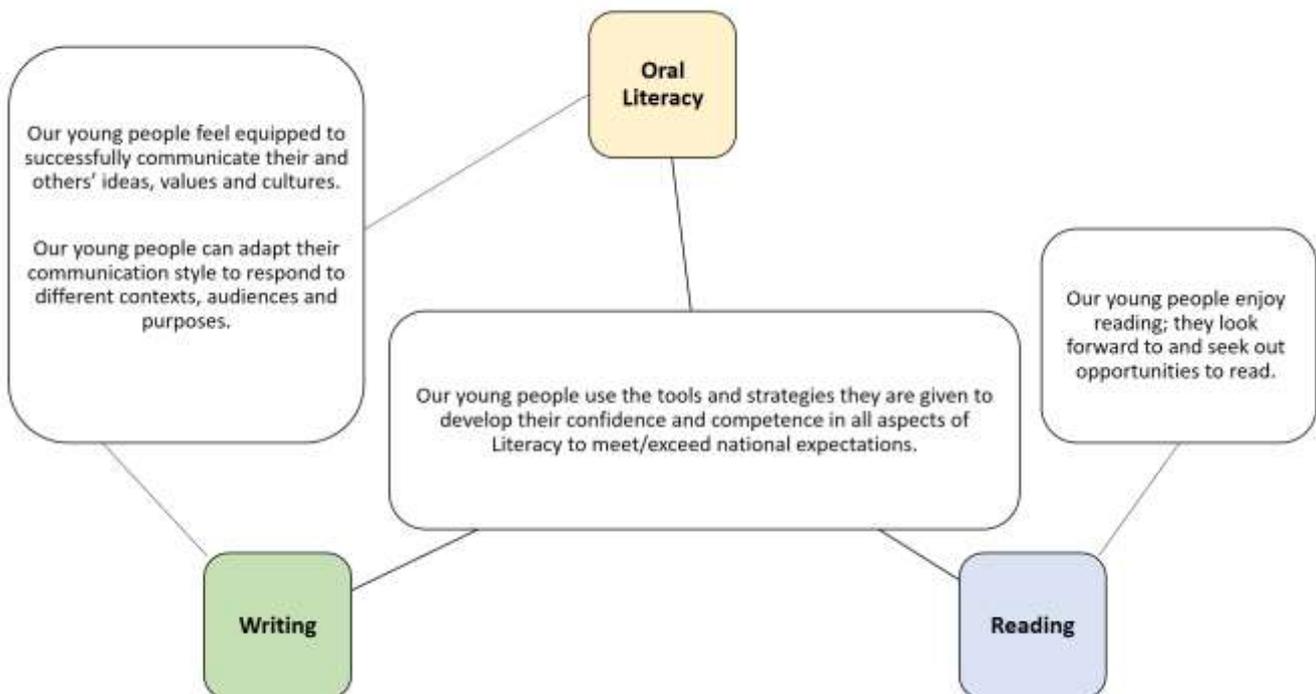
Literacy Policy

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Policy Adopted by Local Governing Board:	5th December 2018 <hr/>
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Literacy Vision Statement

Literacy is a life skill; our community is enhanced when our young people have higher literacy levels. All stakeholders at the academy firmly believe that through the acquisition of high standards of literacy, our young people develop and strengthen their personal identity and self-confidence in order to cultivate the tools necessary for a happy and successful life.

Aims and Outcomes



Oral Literacy

Oral language lays the foundation for the reading and writing skills children will develop as they enter and progress through the academy. They will use oral language in all aspects of their education, in the classroom as they connect with their peers and teachers, and throughout their lives as they grow into adulthood. Having a solid foundation in oral language will help children become successful readers and strong communicators as well as build their confidence and overall sense of well-being.

Quality First Teaching Approaches to Promote High Standards of Oral Literacy

- Encourage conversation- Every social interaction gives students a new opportunity to practise language. Some of our students might need a little guidance from staff to engage in conversations, so we spark interactions whenever we can. Staff ask questions, rephrase the students' answers and give prompts that encourage oral conversations to continue.
- Model syntactic structure- when our students do not use complete oral syntax in informal speech, we encourage them to do so. When a student uses fragmented syntax, we model

complete syntax back to them. This builds oral language skills *and* gives students practice in a skill necessary for mastering written language.

- Maintain eye contact- Staff engage in eye contact with students during instruction and encourage them to do the same. Maintaining eye contact will help learners gauge their audience's attention and adjust their language, their volume, or the organisation of their speech. This will help them be better understood, communicate more clearly, and successfully interpret nonverbal cues about their clarity.
- Attend to listening skills- Staff ensure that students are listening by using consistent cues to get their attention. They might use a phrase like "It's listening time" to give students a reminder. Where students are required to listen, staff ensure that students have to feedback/use the information presented to monitor and promote active listening.
- Use open-ended questions- Teachers use the Q Matrix to pose open-ended and high order questions to students. This encourages students to start a discussion and think creatively. Such questions are also posed to boost reading comprehension by deepening learning about topics/texts through talk.
- Teach concept words- using mindmaps and Response to Intervention for Literacy, concept words are taught through oral, reading and writing practice.

Reading

It is through reading that children can experience a world beyond their own experiences. It boosts imagination and creativity. As students communicate through reading, they understand more, and thus, they can communicate better with others.

Quality First Teaching Approaches to Promote and Improve Reading

- Make connections- Connecting what students already know while they reads sharpens their focus and deepens understanding. Teachers through questions encourage students to make cross-curricular links to prior learning.
- Asking questions to develop inferences- Using the Q Matrix, staff and students will generate questions that will stimulate curiosity through hypothesising and developing inferences. High-order questions are also used to deepen a learner's understanding of the text.
- Monitoring comprehension- Readers who monitor their own reading use strategies to help them when they don't understand something. AfL activities are planned following and, where appropriate, during reading, assess students' understanding and identify students who may need support.
- Bringing texts to life- Teachers use a range of strategies to make reading materials accessible and context rich. Strategies may include: visuals, dramatisation, mind-movies and links to the real world.
- Reading aloud- Teachers plan opportunities for students to read aloud. Reading aloud is one of the most important things teachers can do with children. Reading aloud builds many important foundational skills, introduces vocabulary; provides a model of fluent, expressive reading and helps children recognise what reading for pleasure is all about. Reading aloud is critical in improving the accuracy and fluency of students' reading.

Writing

Writing is critical to becoming a good reader and speaker. It is an essential job skill. Teaching writing will enable our young people to: explain and refine their ideas to others and themselves; preserve their ideas and memories and entertain others.

Quality First Teaching Approaches to Promote and Improve Writing

- Make connections between students' reading and writing- Where possible, teachers will provide reading examples linked by purpose/genre/topic so that students have clear models for their writing.
- Zero-tolerance words- Every subject-area has a list of Zero-Tolerance Words displayed in classrooms. Students must endeavour to learn the spellings of these words. They identify spelling errors through self and peer-assessment. Spelling strategies are developed by teachers to support the retention of spelling these key words.
- Planning time- planning the organisation and content of extended writing opportunities are built into lessons. Strategies may include: thinking time, research, examination of reading text structures, flow maps and frames (where required to scaffold writing for some).
- DIRT lessons- Dedicated Independent/Improvement Reflection Time (DIRT) are planned to follow extended writing opportunities and progress review checks. This can take place pre and/or post marking as per subject-specific marking policies.

Identifying students with literacy difficulties

It is recognised that literacy is multi-faceted. As such, students who exhibit literacy challenges can be identified in the following ways:

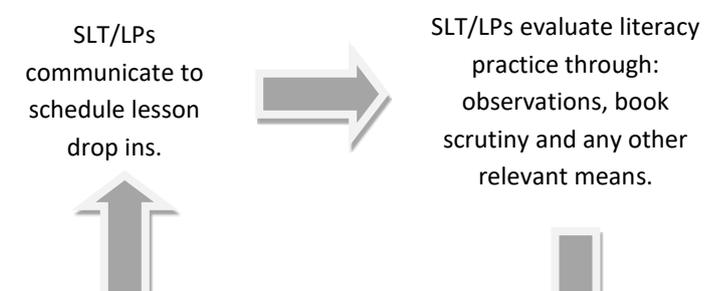
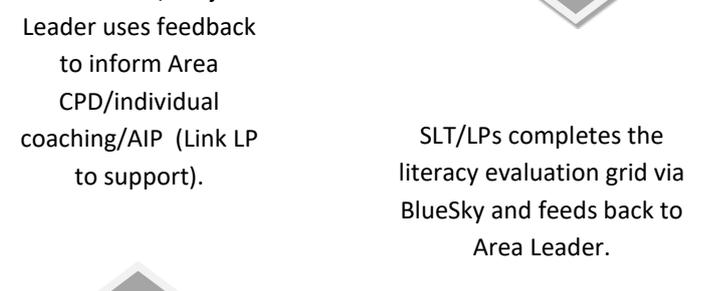
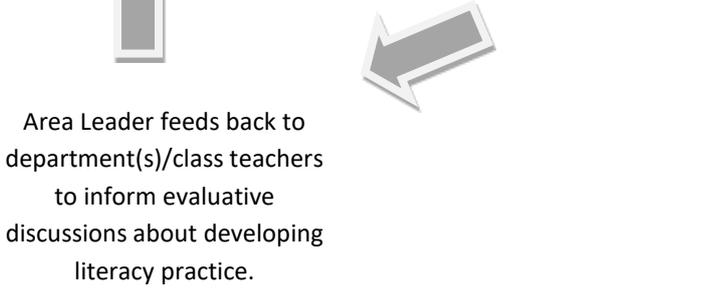
- Staff referral
- Student referral
- Parent/carer referral
- New Group Reading Test (GL Assessment)
- Reading age/spelling age data
- Quality Assurance Monitoring

In the first instance, the SENCo and literacy post holders will explore tier 1 literacy strategies and reasonable adjustments through quality first teaching. Although, there will be students who require tier 2 and 3 targeted literacy intervention which is delineated in the literacy provision map (see appendix).

Monitoring, Evaluation and Review (MER) of Literacy

Literacy is monitored and evaluated by the Senior Leadership Team through Quality Assurance Weeks and annually through subject reviews and the appraisal cycle. Feedback is provided by the SLT Line Manager to the Area/Subject Leader and CPD time is provided to discuss feedback and respond to it which supports the school led system of self-improvement on improving standards of literacy.

The MER Quality Assurance follows a yearly cycle as per below:

Date	Lead	Monitoring and Evaluation Review Cycle
Week commencing 26/11/18	SLT, Lead Practitioners (LP)	 <p>SLT/LPs communicate to schedule lesson drop ins.</p> <p>SLT/LPs evaluate literacy practice through: observations, book scrutiny and any other relevant means.</p>
Week commencing 25/2/19	SLT, Lead Practitioners (LP) Dr Ahmed (Literacy Link Governor)	 <p>Area Leader/Subject Leader uses feedback to inform Area CPD/individual coaching/AIP (Link LP to support).</p> <p>SLT/LPs completes the literacy evaluation grid via BlueSky and feeds back to Area Leader.</p>
Week commencing 1/7/19	SLT, Lead Practitioners (LP)	 <p>Area Leader feeds back to department(s)/class teachers to inform evaluative discussions about developing literacy practice.</p>
Week commencing	SLT, Lead Practitioners (LP)	

Appendix

	Is	Did	Can	Would	Will	Might
What						
Where / When						
Which						
Who						
Why						
How						