



Limehurst Academy Policy Document

Literacy Policy

Date Approved by Governors: Autumn 2023

Review Date: Autumn 2025

Headteacher's signature:

Chair of Governors' signature:

Literacy across the Curriculum

Limehurst Academy is committed to raising the standards of literacy for all students. Literacy sits at the heart of the school curriculum by developing students' abilities to read, write, speak, listen and communicate effectively. All departments, regardless of subject specialism, have a central role to play in supporting students' literacy development, with the aim that "every teacher is a teacher of English".

Literacy has been one of our four whole school priorities in 2022-23 and 2023-24. This is underpinned by regular in-school training sessions with a literacy focus, for all classroom-based staff. In addition, two teachers in the English Department are undertaking the NPQLL.

Whole School Reading Culture

We actively encourage students to develop a love of reading in a range of ways:

- Promotion of reading for pleasure. This is through events like World Book Day and also in displays around school, especially in the English Department and LRC.
- Tutor group weekly reading programme for Years 7-10. Teachers read aloud and the whole class has a copy of the text. The teacher models good reading.
- The LRC has a wide range of fiction and non-fiction books. The LRC is open to students at lunchtimes and after school.
- All Year 7 students have an introduction to the library lesson.
- All Year 7 students also have session promoting reading for pleasure with the Creative Learning Service.
- AccessIt school website promotes a range of reading opportunities.
- In designated English lessons, KS3 students will have time to read in the LRC and exchange books.
- Curriculum areas liaise with the LRC to ensure that non-fiction texts in subject areas link with their curriculum. This may also include using these texts in lessons held by departments in the LRC classroom.
- The EAL Department supports reading with EAL students in beginners sessions and through TA support in lessons.
- In addition to SEN TA support in lessons, a specialist TA supports reading through using Fresh Start and Wordshark with students in small groups and 1:1 sessions. These students also have access to Wordshark online to use at home.
- Challenging texts are chosen in English and across other departments.
- Teachers model how to read a text as a historian etc. Where possible, students should be able to see any text read to them.
- Teaching and learning strategies also include: teacher-led reading with questioning for understanding, students reading short passages aloud, and students reading a piece of text silently and then answering questions to check for understanding.

Disciplinary Literacy

- Disciplinary literacy is promoted within the different subject areas of the curriculum and has three strands: reading, writing and oracy.
- Curriculum areas teach students to:
 - Read like a (historian/scientist/geographer)*
 - Write like a (historian/scientist/geographer)*
 - Speak like a (historian/scientist/geographer)*
- Curriculum areas identify Tier 3 vocabulary for their subject area, the subject-specific language that students need to know in order to read fluently.
- Subject staff use teaching and learning strategies to enable students to decode these words

and understand their meanings. For example, focusing on prefixes.

- Explicit literacy skills are taught and revised within KS3 English lessons.
- Staff training sessions also focus on the need for teachers to ensure that students are secure with Tier 2 language that is regularly used in their subject areas.
- The teaching of disciplinary literacy is promoted through regular staff training sessions.

Writing

- Across the curriculum, students are required to complete demanding work that is “high challenge but low threat” (Mary Myatt, *Teachit Talks 2021*).
- Students are enabled and challenged to do their best written work by teachers modelling and scaffolding using the “I do, We do, You do” approach.
- Students may be shown model answers “WAGOLLS” (What A Good One Looks Like) of different grades, and/or live modelling, to produce quality pieces of written work.
- Key words, phrases or concepts and effective use of annotation are modelled.
- Scaffolding often include sentence starters or writing frames, which may reduce over time as confidence grows to allow for independence.
- Key words and connectives are displayed on power point slides in lessons and/or on walls in teaching areas.
- Sentence of the week competition takes place each week with tutor groups in each year group working together (we do) to create the best sentence from a short stimulus sentence.

Speaking and listening

- Speaking and listening skills are supported through disciplinary literacy and also by using “I do, We do, You do” in lessons. These approaches are aimed at developing student confidence in their ability to *Speak like a historian/scientist/geographer etc.*
- In their English lessons, students practise their speaking and discussing skills in preparation for the spoken language GCSE paper. The disciplinary literacy skills developed through KS3 and 4 across the curriculum help to underpin students ability to undertake this paper.
- The development of disciplinary literacy skills are also aimed at equipping students to communicate effectively and confidently as they move on to their post-16 destinations.

December 2023