



Limehurst Academy Policy Document

Literacy Policy

Date Approved by Governors: October 2019

Review Date: October 2020

Headteacher's signature:

Chair of Governors' signature:

Literacy across the Curriculum

Policy and Implementation

Rationale

Limehurst Academy is committed to raising the standards of literacy in all students. Literacy underpins the school curriculum by developing students' abilities to read, write speak, listen and communicate effectively. All departments and all staff, regardless of subject specialism, have a central role to play in supporting students' literacy development. All staff should demonstrate an understanding of and take responsibility for promoting high standards of literacy and the correct use of Standard English. This includes students' ability to apply their reading and writing skills successfully and to speak articulately in a range of contexts and for different purposes.

Competent literacy skills also enable students to read, understand and access examination materials, so that students are able to achieve their educational potential across the curriculum. In addition, students are able to use their skills confidently with the demands of further education, employment and adult life.

Aims

This policy aims to:

- support staff in the effective implementation of literacy across the curriculum.
- raise levels of achievement and attainment in literacy for all students.
- ensure that all learners are provided with opportunities to gain, understand and use literacy skills.
- promote progression, continuity and consistency across learning.
- support staff with the identification of resources, training and innovative practice.

Key Focus Areas

Reading

We believe that reading for pleasure is a vital part of everyday life. We actively encourage students to develop a love of reading. We think this will enable them to interact with and be engaged by texts not only as entertainment, but also at a level which enables them to develop reading and writing skills across the curriculum.

Implementation

- Students are supported in accessing texts of all kinds (including print, media and ICT).
- A range of reading strategies is reinforced, such as skimming, scanning, close reading and text marking.
- Students are taught how to read a range of text types and to deconstruct these to understand key features and their effects.
- Effective questioning is used to promote understanding.
- Strategies are used to make challenging texts accessible to most students. Students' reading ability is assessed (using NGRT materials) and results shared with all departments.
- Subjects make links with the library and actively promote the reading of fiction and non-fiction texts to develop further learning/research in topic areas.
- Students are able to share reviews of books using Eclipse and Searchstar.

- Students are encouraged to read for pleasure in PD, at registration and in English lessons and expected to have a reading book at all times. They discuss their own reading choices regularly and members of staff share their own reading choices with students.
- Students' opinions and suggestions regarding book stock are sought. Stock is regularly updated. A school book club is promoted.
- Intervention strategies are used to develop individual learners (1:1, Reading groups, reading initiatives).
- Parents and carers are informed about reading and literacy via the newsletter.
- Reading events are promoted throughout the school year (WBD, National Poetry day).
- Students and staff collaborate and participate on an annual book week 'Limehurst loves Literature'. A range of activities and events is planned to enable students to further develop their reading experiences. The key focus of the week is to develop a love of reading for pleasure

Writing

Many lessons include and depend on written communication. Our aim is to develop confidence and competence in writing so that they are able to use language accurately, skilfully and clearly for a range of purpose.

Implementation

- Students are given opportunities to write a range of text types for a range of purposes across the curriculum.
- Members of staff are encouraged to explicitly teach and reinforce how to write in various styles.
- A marking policy which includes literacy is implemented.
- Students are supported by use of subject-specific writing frames (where appropriate) and are encouraged to plan, redraft and check written work.
- Students are shown models of good examples before starting their own writing.
- Key words and connectives are displayed in all teaching areas. Student planner reference pages reinforce this.
- Students are given strategies to help them to learn and retain spellings of subject-specific key words.
- SEN and EAL students are supported in their writing using a range of appropriate strategies.
- Students are encouraged to present their writing clearly using accurate punctuation, correct spelling and legible handwriting.
- Sentence of the week competition takes each week with forms in each year group competing to create the best sentence from a short stimulus sentence.

Speaking and Listening

Talk is our main means of communication in everyday life and is fundamental to the development of understanding. It is vital that students develop confidence and articulacy and recognise the importance of the spoken word in a range of situations.

Implementation

- Students are given opportunities to develop their thinking through a range of speaking and listening activities: in pairs, in structured groups and in whole-class discussion contexts.
- Opportunities are sought to extend students spoken responses as part of effective questioning in lessons.
- Speaking and listening activities may be used as a rehearsal for writing, however, oral work is valued as an outcome and may be used for assessment purposes.
- Students are assessed in various areas of the curriculum in the delivery of formal speaking presentations and group discussions.
- Students are encouraged to develop their ability to listen actively and respond sensitively and appropriately.
- Students are taught to adapt their speech to suit a wide range of circumstances, recognising formal and informal situations.
- Use of Standard English is promoted and new vocabulary encouraged (**ambitious vocabulary sheets in English**).
- Collaboration between the English Department and EAL department has resulted in various speaking activities to develop skills of oral communication.
- Modelling is used to show examples of successful speaking and listening.

The School Environment

- Displays of material relevant to the topic or national curriculum subject; each classroom displays subject specific vocabulary which students are encouraged to use regularly.
- Connectives, Literacy Objectives and 'I am currently reading' are visible in all teaching areas and/or corridors.
- High quality reading material, which is up to date, relevant and balanced in its presentation, is available.
- Student planners contain useful reference pages to aid reading and writing across the curriculum

Training, Monitoring and Review

- Literacy Learning Walks are carried out each term and staff feedback given.
- Classroom observations provide opportunities to see literacy across the curriculum.
- Staff Training through INSET sessions and workshops focusing on literacy strategies.
- A literacy action plan has been formulated and reviewed regularly.
- Parents are kept informed of literacy in the school using the termly newsletter.
- The school liaises with literacy co-ordinators from local primary and secondary schools to examine common approaches, good practice and transition focusing on literacy.
- The Head of English has assisted PGCE students within the school and NQTs in the local area to develop their teaching skills and strategies linked with literacy.
- A new Literacy co-ordinator has been appointed to continue to drive literacy and develop the current programme further in 2016.

Joanna Crane

October 2019