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# Literacy Policy

<b>Policy Lead</b>	Assistant Head (EA)
<b>Date of last review</b>	September 2021
<b>Date of next review</b>	September 2022
<b>Approved/reviewed by</b>	Headteacher



The Oaks Academy accepts the fundamental principle that literacy is the key to improving learning and raising standards; it enables pupils to gain access to the subjects studied in schools, to read for information and pleasure, and to communicate effectively in both written and spoken contexts. Poor levels of literacy impact negatively on what pupils can do and how they see themselves. The teaching of literacy is not the responsibility of the English Faculty alone; all teachers share responsibility for the teaching of literacy across the curriculum and recognise their statutory responsibilities, as outlined in the National Curriculum. Crucially, we believe that literate pupils will ultimately emerge as confident and articulate communicators, fully prepared to enter the adult world, whether to continue their academic studies or to enter the world of work. In order to ensure that all pupils progress in literacy at The Oaks Academy, we have developed the following whole school strategies to be applied within each Faculty:

## General

- Consistent development of spelling, punctuation and grammar through the use of the whole school marking policy.
- Provision of subject specific vocabulary to enhance the quality of pupils' work.
- Regular use of dictionaries, whenever appropriate.
- Clarification of the type, audience and purpose of each text to be read or written.
- Prominent use of the Learning Resource Centre and ICT facilities for research.

## Key stage 3

Students at Key Stage 3 will be taught the following literacy skills across the curriculum:

- To spell and use an extensive and challenging vocabulary.
- Word grammar.
- Sentence grammar.
- Reading and comprehension.

In English, students at Key Stage 3 will be taught to:

- Develop an appreciation and love of reading, and read increasingly challenging material independently.
- Understand increasingly challenging texts.
- Read critically.
- Write accurately, fluently, effectively and at length.
- Plan, draft, edit and proof-read.
- Speak confidently and effectively.

## Key stage 4

Students will be taught to:

- Read critically with a high level of comprehension.
- Summarise and synthesise information.
- Evaluate a writer's choice of vocabulary, form, grammatical and structural features.

- Compare texts.
- Produce clear and coherent text and write effectively for a range of purposes.
- Write for impact.
- Present information and ideas vocally.
- Respond to spoken language.
- Use standard English whenever and wherever is appropriate.
- Use a wide and varied academic vocabulary.
- Use subject specific terminology appropriately.
- Use a wide and varied vocabulary in imaginative and transactional writing

## **Roles and Responsibilities**

### **All Staff:**

- Ensure that they are familiar with the specific literacy demands of their subject and ensure sufficient coverage of these skills in their lesson planning.
- Be able to identify a pupil's literacy strengths and weaknesses and know how to build upon these in order to promote pupil progress.

### **Heads of Faculty:**

- Ensure that 'subject specific literacy' is clearly identified in schemes of work, and that there is obvious progression through the key stages.
- Seek to find opportunities to liaise with the English Faculty and the Literacy Coordinator to provide continuity.
- Monitor the work of the Learning Centre with regard to the inclusion of subject specific literacy strategies in lesson planning.
- Use available assessment data to identify appropriate literacy strategies.

### **Each subject area will be expected to:**

- nominate a link teacher who will feedback to the department on new developments and discuss concerns/needs that arise
- identify how they are meeting the school's literacy policy through their departmental policy
- ensure that all schemes of work refer to literacy development
- provide a range of practical strategies, specific to their curriculum area, to encourage literacy development such as writing frames, key terminology, and modelling features of text type
- display key terminology as appropriate

### **The Literacy Coordinator:**

- Support departments in the implementation of the school's Literacy Policy.
- Coordinate literacy initiatives.
- Liaise with the SENCO concerning pupils with learning difficulties / low literacy levels

- Help to monitor the impact of the Literacy Policy on standards of literacy.

### **The Literacy Steering Committee:**

- Accept overall responsibility for the delivery of the school's Literacy Policy.
- Provide opportunities for staff training about literacy issues to take place on INSET days or during other times.
- Support the Literacy Coordinator's literacy initiatives.
- Monitor Learning Centres' implementation of the Literacy Policy.

### **The SENCO:**

- Liaise with the Literacy Coordinator about pupils attaining below Level 4.
- Communicate with all subject staff about those pupils who have literacy difficulties and give advice on what staff can do to help these pupils in their subject.
- Monitor pupils with literacy difficulties through IEPs and review meetings.

### **Form Tutors**

Within Tutor time, tutors will:

- demonstrate their belief in the importance of reading for pleasure and model good reading habits
- encourage students to read for pleasure on a regular basis
- share recommendations of interesting and appropriate literature
- promote the use of good oracy through the use of structured discussion

### **Reading guidelines**

- Students in Year 7 and Year 8 should start each day with a session of silent reading in registration if not in engaged in other tasks as directed by the form tutor. All Year 7 and 8 students must have a reading book each day.
- Key stage 3 students should always have an appropriate reading book. If staff members have concerns as to the suitability of any book, they should liaise either with the English Department or with the Library Manager.
- All students have access to books from the school library. Students should also be encouraged to join their local public libraries.
- All staff should be aware of the specific requirements of their subject and should prepare students where necessary. This could mean, for example, producing a glossary of specific terms used in a particular examination, topic or textbook, as many staff already do. Staff should also, where appropriate, reinforce reading/study skills techniques taught in English such as skim-reading, scanning, note-taking, underlining key words etc.

- Staff will take account of the literacy demands made by students in their lessons and plan support strategies to assist students, e.g. active reading strategies.
- Staff should plan opportunities for students to show they understand information conveyed in different forms of text and from different sources.

## Writing guidelines

Staff will encourage accuracy in writing by following the school's marking policy.

Throughout the year, staff will reinforce skills with students whenever they are engaged in writing tasks.

- Staff will encourage students to use a neat, cursive handwriting style and insist on a neat presentation. Students with poor handwriting should be referred to the SENCO who will liaise with the appropriate staff to implement support. In some cases, students may be given an ILD to be used in lessons. It is envisaged that these students will be referred for concessions concerning this, at the appropriate time.
- Staff will assist students in the organisation of their writing, and will provide effective models and writing frames where appropriate to support students with their writing.
- Staff will help students to select appropriate expression in writing, according to the task and type of writing required, by teaching the appropriate conventions.
- Departments will identify subject specific vocabulary that has to be learned each half term together with complementary academic/challenging vocabulary.
- Staff will promote academic vocabulary by using the language continuum integrating this into their planning where appropriate.
- Staff will reinforce basic skills in writing, reminding students of the importance of basic punctuation and paragraphing in the context of their work.
- Staff will access the literacy toolkit to support their understanding of correct grammar, punctuation and spelling.
- Students will be encouraged to plan and check their work. Staff should plan opportunities for students to convey meaning in a range of forms for different readers/audiences.
- Departments will liaise with the English Department when including literacy tasks such as newspaper articles, letters etc. in order to reinforce writing conventions.
- Staff will address the half-termly literacy focus in their planning and marking.
- Staff will ensure that the school guidelines on presentation are displayed in their teaching rooms.

## Speaking and listening guidelines

Staff will encourage the development of speaking and listening through activities within each unit of work.

- Staff are to plan opportunities for students to speak articulately in a range of contexts and for different purposes.
- Systems such as collaborative group work structures are to be used to ensure active participation in group and class discussions.
- Staff will speak in standard English when interacting with students and correct grammatical errors in students' talk.
- Students will be encouraged to use standard English in formal settings.

## Vocabulary & Spelling

**To develop vocabulary and spelling:**

- Teach key (subject-specific) vocabulary
- Teach rich and detailed vocabulary
- Identify & learn key (subject-specific) words
- Ensure key spellings are corrected
- Word of the week

## Use of data

- Reading data for Key Stage 3 students will be available for all staff on Go 4 Schools. Staff can then plan appropriately.
- Reading data will be collated three times a year. Students identified as behind their chronological age will be referred for intervention.
- Spelling ages for Key Stage 3 students will be available for all staff on Go 4 Schools.
- Spelling data will be collated twice a year. Students identified as behind their chronological age will be referred for intervention.
- The English Department is responsible for assessing literacy formatively.
- Departments should refer literacy issues to their literacy link teacher in the English Department.

- Progress in literacy will be measured by interim data together with progress in reading and spelling ages.