



Literacy Policy

Policy Details	Literacy policy
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Date reviewed:	July 2023
Approved by:	
Signature:	
Date of next review:	July 2024

Literacy Policy

Contents:

1. Overview
2. Intent and objectives
3. Implementation
4. Marking for literacy
5. Impact and tracking
6. Further documents

Overview

1. What is literacy?

Reading/writing/speaking and listening: to be literate is to be able to read, comprehend and react to ideas in texts and language. It means being able to use language to communicate both in spoken and written forms. Literacy is an intrinsic life skill. Functional literacy is not enough; reading ages must be aspirational and keeping pace with the demands of GCSE.

Non-verbal literacy: to be literate is to be able to read and communicate in a variety of different kinds of languages and texts – visual as well as verbal.

Literacy as participation: messages, ideas, feelings and identity are all mediated through language and texts of all kinds. To be literate is to be able to take control of these forms in order to participate as a member of society.

Being able to read, write and communicate effectively is a life skill. REACH School is focused on ensuring that all of our pupils develop these crucial qualities in order that they can fully access the curriculum whilst in school, so ensuring academic success.

In addition to this, we are aiming for the ultimate goal of enabling all of our pupils, on leaving us, to become valuable members of our society because of their abilities to read, write and communicate effectively.

REACH School believes that literacy is a key factor in the effective teaching in all subjects. It is essential in the improvement of learning and thus raising standards across the school.

It is imperative that all subject areas are aware of the importance of literacy and contribute to its successful teaching. It is also important that students are supported and challenged through differentiation of literacy within lessons. This policy will be distributed to all stake holders and published on the school website.

2. Objectives

- To recognise the potential of all pupils
- To assess the literacy attainment of all pupils more effectively
- To involve all staff in the development and assessment of literacy in their subject areas
- To devise whole-school strategies and systems for literacy improvement

Intent

- To promote the profile of Literacy across the school – literacy plan can be found on shared area.
- Regularly test the reading and comprehension levels of all students and the review of progress over time.
- Share reading/comprehension/spelling data in briefings/relevant communications to support the lesson planning of all teachers.
- To ensure that staff are adhering to the whole school marking policy for literacy
- To ensure that pupils are actively using new vocabulary
- To ensure that all classrooms have keyword focused displays
- To promote the reading area and ensure that this resource is used regularly by most pupils

3. Implementation

- Implement tailored intervention plans where students are below the expected levels of reading and comprehension
- Ensure that students make progress relative to starting points in literacy through literacy online testing accordingly following the assessment cycles at REACH
- Development of the teaching of literacy skills, including reading, writing, communication and their application in the curriculum
- Teaching of all aspects of literacy is evident in planning and assessment
- All staff follow marking and feedback in accordance with the School Literacy Marking Policy
- To communicate the importance of reading to parents
- Tier 2 vocabulary added to planning documents and explicitly taught in lessons
- Tier 3 vocabulary taught during lessons and displayed in classrooms.
- Shared reading during form times
- Reading aloud promoted to encourage confident readers.
- CPD sessions and resources for closing the reading/vocabulary gap issued to all staff.
- Learning walks to embed CPD sessions.
- Follow up coaching sessions for staff where required.

Speaking and Listening

All teachers have a responsibility to help students become confident, skilled speakers and listeners:

- students routinely reflect on their use of talk and self or peer assess spoken work
- effective talk is modelled for students and its structures are taught explicitly
- co-operative learning structures are used to promote effective talk within groups
- listening is framed in terms of skills which can be developed

Questioning

Questioning is one of the main ways in which teachers elicit language from students.

- classroom questioning is as inclusive as possible
- follow-up questions are used to probe, challenge and extend thinking
- students are encouraged to frame their own questions Words and meanings Teachers have a responsibility for consolidating and developing students' vocabulary:
- students are encouraged to be experimental with word choices
- students have access to dictionaries and thesauruses
- students are encouraged to use subject vocabulary with precision in both talk and writing
- the meaning of words is reinforced visually
- key words and concepts are displayed in an appropriate way
- challenging vocabulary, concept formation and debating skills are modelled and supported

Reading

Teachers have a responsibility to help students to become confident, skilled, critical and reflective readers of all kinds of texts:

- teachers read with students and model reading processes
- students are encouraged to read collaboratively in pairs or groups as well as on their own
- teachers are aware of how to use a simple phonics approach to support early or vulnerable readers
- students are encouraged to use specific reading strategies (skimming, scanning, annotation, highlighting) and become used to making their own choice of the most appropriate strategy
- teachers monitor the level of text so that students are challenged but not alienated by what they are reading, using all available data including reading ages
- the importance of reading enjoyment and engagement is explicit throughout the school and a priority in the curriculum
- Reading material is accessible during break times for example, First News
- teachers use questions effectively to develop students' independent reading comprehension

Writing

All teachers have a responsibility to help students become confident, skilled writers who can use writing to process and organise ideas and to communicate effectively:

- students are encouraged to write clearly in a variety of forms for a variety of audiences
- students can refer to models when writing
- word and phrase banks help students to develop precision
- scaffolding is used to support writing as appropriate
- marking of writing is supportive and encourages reflection and improvement
- teachers encourage students to see writing as a mutually enhancing activity along with reading and speaking and listening
- teachers design and set writing tasks with clear learning challenges and clear and identifiable purpose, audience and format
- teachers model and provide quality examples of writing across a range of genres

Spelling

Accurate spelling is important for the convincing presentation of ideas in any subject. All teachers have a responsibility to help students become confident, skilled spellers.

- correct spelling is taught and valued but not in a way that discourages students from being adventurous with vocabulary
- students are equipped with a range of strategies for remembering or inferring spellings
- students are encouraged to use dictionaries to check spellings
- literacy mats are used as well as keyword displays
- marking pays attention to spelling

4. Marking for Literacy

All teachers have a responsibility to use marking to secure and develop the literacy of students. There must be a consistent approach to the marking of spelling, punctuation and grammar and expectations should be high and should be discussed with students. Pupils are expected to respond to mistakes in spelling, punctuation and grammar and they should always be given the opportunity to rectify such mistakes. This is carried out in green pen at REACH using the marking policy.

5. Impact and tracking

- Intensive tracking and monitoring for those under their chronological reading age will take place alongside assessment cycles.
- Weekly interventions carried out by staff are tracked with areas retested and retaught to ensure retention where necessary.
- There will be improved achievement across the curriculum and in exam performance, particularly in the SPAG element of GCSE examinations
- Learning Walks and lesson observations
- Monitoring of the implementation and the consistency of the application of the Literacy Marking Policy
- Student voice