



The Boston Witham Academies Federation

Haven High Academy

LITERACY POLICY

Rationale

Literacy is at the heart of the academy's core values and is the responsibility of all adults in our community.

The development of literacy skills across all curriculum areas is vital. Effective Literacy across the Curriculum is essential to develop learners' ability to:

- Become fluent in the use of written and spoken language.
- Write for a variety of purposes and audiences, collect information, organise ideas and write accurately to demonstrate knowledge across different subject areas.
- Become confident, fluent and able readers for both information and pleasure.
- Access information and read with understanding and comprehension.
- Be proficient at retrieving specific information, and at inferring and deducing meaning.
- Communicate in Standard English, modelled by teachers and teaching assistants in the classroom.
- Develop language skills effectively across a range of contexts, developing the ability to negotiate, present information, extend and clarify ideas and thinking.

Literacy across the curriculum impacts on learners' self-esteem, motivation and ability to work independently. We believe that we should equip our learners with the necessary transferable skills to be fully literate in the 21st century.

Aims

- To develop learners' language skills, written and spoken so they are better at communicating in all teaching and learning.
- To develop a culture that enables a speaker, writer or reader to recognise and use appropriate language according to different social situations.
- To integrate the development of reading, writing and spoken language across all curriculum areas through cross curricular emphasis on communication, including enhancing understanding of non-fiction concepts through exposure to related fiction.
- To raise self-esteem, progress and achievement by developing learners' literacy skills.

Priorities and intended outcomes:

- Develop a shared understanding of the relationship between language and learning.
- Develop an understanding amongst all staff of the processes of reading, writing and spoken language.
- Develop and share effective teaching strategies across the curriculum which facilitate literacy.
- Ensure literacy has a high status in the academy and is viewed positively by the staff and students alike.
- Set realistic, subject specific, targets for improvement in literacy.
- Continue to implement an extensive intervention programme to support learners who have less developed literacy skills.

Strategies to improve writing:

- Provide opportunities to write for a range of purposes in various forms.
- Make connections between reading and writing so they have clear models for writing.
- Create opportunities for learners to plan, draft and evaluate their own writing across the curriculum.
- Encourage learners to structure their writing using a range of sentence structures, paragraphs and headings.
- Develop and apply a wide and precise vocabulary in writing, including the use of student glossaries.
- Adhere to a common policy on correction for grammar punctuation and spelling.
- Make dictionaries and key word sheets available in all lessons.

Strategies to improve reading:

- Provide opportunities for reading a variety of texts aloud in lessons, making sure they are reading age appropriate.
- Provide a shared reading session weekly in form time.
- Continue to implement DEAR (Drop Everything and Read) to embed reading into the whole-school ethos.
- Provide opportunities for directed activities related to texts for example, highlighting, skimming and scanning.
- Maintain an appropriately stocked Library for book loans through departmental involvement in purchasing texts and ensuring stock only includes relevant, current titles.
- Provide more challenging reading material for more able learners.
- Developing the role of the Library on both sites.
- Display key words in all classrooms.
- Sharing strategies to enable decoding and comprehension with staff to develop a shared practice surrounding the use of tier 2 vocabulary and the explicit teaching of tier 3 vocabulary.

Strategies for improving spoken language:

- Provide a range of informal and formal opportunities for learners to read out loud to increase understanding, fluency and confidence.
- Use questioning to support and challenge learners' own responses.
- Correct grammar and pronunciation mistakes, especially common mistakes, by repeating the phrase back to the student in the correct form.
- Model by speaking Standard English.
- Give opportunities in lessons for a range of situations and groupings where speaking and listening skills can be practised and where talk is valued.
- Encourage learners to explain their ideas to each other.
- Implement debating into the wider curriculum as a vehicle for developing depth of thinking

Practice:

- Opportunities for the specific use of language will be evident in all schemes of work.
- Teachers will comment on learners' literacy skills when appropriate in marking.
- Assessment of learners' literacy skills will feed into future planning and schemes of work.
- Use of Dictionaries and Thesauri encouraged when appropriate.
- Literacy resources provided by the Additional Learning Faculty, English staff and teachers will be used on a regular basis to support learners' literacy skills in all curriculum areas.
- Teachers will take learners' literacy skills into account when giving feedback to parents.
- Teachers will demonstrate high expectations over the standard and presentation of all written work.

Assessment:

- Learners are assessed on entry for reading, comprehension, spelling and CAT. Both individual and county wide KS2 data will also be taken into account when highlighting weaknesses.
- Strengths of learners will also be assessed to inform the wider school.
- Weaknesses will be monitored from the outset and an intervention programme will be provided for all learners who have yet to achieve 'working at'.
- Learners following a literacy intervention programme will be able to 'graduate' from one level of intervention to the next.

Marking:

Spelling, Punctuation and Grammar:

Understanding how language works by looking at its patterns, structures and rules enables us to encourage our learners to become confident users of the English

Language. As such, the marking of spelling, punctuation and grammar will form part of the marking procedure

- SPAG is credited in examinations and assessments so it is vital that teachers address this in lessons and through the marking of learners' work.
- The marking of spelling, punctuation and grammar should be positive and constructive. Judgement is needed when correcting learners' work, as over-marking can be counterproductive.

Spelling:

- As a rule, target three spellings that connect in some way, for example, because they break the same spelling rule.
- Indicate spelling mistakes to the learner using the symbols below. Encourage the LOOK, COVER, SAY, WRITE and CHECK method.
- At the start of each unit of work, staff will display key words in the classroom or through the use of Knowledge Organisers. Learners could also build a vocabulary list in their books. Staff should correct errors in the spelling of tier 3 vocabulary, referring them back to vocabulary lists.
- Sensitivity should be displayed to all learners, particularly those with special needs. Basic word sheets could help these learners.

Punctuation:

- Staff will stress the importance of punctuation during the drafting/ note taking process.
- Basic punctuation should be used for all sentences.
- When marking, teachers will focus on specific points of punctuation to ensure clarity of intent.

Grammar:

Staff will stress the importance of the use of grammar, especially in formal speech or writing. Areas of focus should include:

- Sentence structure
- Noun/verb agreement
- Correct use of verbs etc.

Spoken Language

Staff should gently correct errors in spoken language, especially grammar, by repeating the correct version back to the student. Consistency in correcting spoken language can have a profound impact on grammatical accuracy.

Responsibilities:

Literacy co-ordinator will:

- Work with SLT to determine priorities and strategies.
- Ensure effective development of whole academy policy and practice.
- Monitor and evaluate the effectiveness of literacy work across the academy.
- Facilitate and lead CPD sessions.

- Establish communication and liaison between curriculum areas and opportunities to develop and share good practice.
- Establish communication and liaison with Additional Learning and Language School.
- Provide relevant resources.
- Lead and manage the whole academy literacy focus, including staff briefings where required.

Teachers across all subject areas will:

- Implement whole academy Progress Through Feedback and Literacy Policies.
- Be familiar with and implement a range of strategies aimed at equipping learners with the necessary literacy skills to succeed including:
 - Display key words in classrooms and on Knowledge Organisers
 - Identify key words at the start of units of work
 - Key word activities for starter/plenary sessions in lessons
 - The correction of tier 3 vocabulary
 - Applying consistent expectations of literacy within homework
- Indicate in schemes of work where skills will be explicitly taught to develop:
 - Literacy through speaking and listening
 - Literacy through writing
 - Literacy through reading, including reading aloud
- Ensure the appropriate presentation of teacher generated resources and the readability of reading material.

Learners will:

Respond positively to constructive advice with regards to all aspects of Literacy so that they:

- Write confidently and with greater accuracy.
- Read more fluently and are able to comment on what they have read.
- Speak with fluency, confidence and accuracy using a range of technical language appropriate in all curriculum areas.
- Know, understand and apply models to structure their own writing.
- Have a wider knowledge of how language can be used effectively for a range of purposes.
- Make use of the variety of resources within the classroom to support continuous improvement in their levels of Literacy.

Monitoring and Evaluation

Evidence will be drawn from the following:

- Data tracking and analysis of progression
- Work sampling
- Learning works
- Lesson observations
- Scrutiny of faculty development plans/schemes of work

Form Tutors will:

- Ensure reading time is adhered to during Form Time
- Promote reading for enjoyment during form time including promotion of events and competitions
- Deliver literacy activities and quizzes provided in Form Tutor packs.
- Explore non-fiction texts e.g. 'First News' and electronic texts

The following will be in place across all faculties:

- Implementation of whole academy Progression Through Feedback
- Appropriate presentation of teacher generated resources – and the readability of reading material.
- The display of key words in all classrooms (including translations).
- The identification of key words at the start of units of work and in knowledge organisers.
- Setting of literacy related tasks as part of home learning.
- The correction of tier 3 vocabulary.
- Key word activities for starter/plenary sessions in lessons.
- Opportunities to develop Literacy through speaking and listening.
- Opportunities to develop Literacy through writing.
- Opportunities to develop Literacy through reading.

Resources:

Resources are available on the shared drive in the literacy folder along with training materials from CPD sessions. Subject areas provided with SPAG and connective fans, dictionaries and thesauri on request.

Signed off by: Nicola Wilson

Print name and role: Nicola Wilson, Head of English

Date: June 2020