



## Literacy Policy

### Aim of the Academy

To provide unique and enriching opportunities for all.

This policy is linked to:  
Language Policy

### Principles

At The Langley Academy, we accept the fundamental principle that Literacy is the key to improving learning and raising standards; it enables students to gain access to the subjects studied, to read for information and pleasure, and to communicate effectively. Poor levels of literacy impact negatively on what students can do, and how they see themselves. The teaching of literacy is not the responsibility of the English Faculty alone; at The Langley Academy, all staff 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 students will be more able to communicate and ultimately, fully prepared to enter the adult world, whether to continue their academic studies or to enter the world of work

### Vision for Literacy

“To promote curiosity, exploration and discovery in reading, writing and oral communication, enabling students to access different areas of the curriculum.”

“Literacy at The Langley Academy should help towards, but go beyond exam results, leading to students to become lifelong readers and learners.”

### Purposes

1. To develop a whole-academy approach to literacy across the curriculum in keeping with the most up to date principles and practices established.
2. To enable all students to reach their potential in the key literacy skills of reading, writing, speaking and listening. Additional provision will be made for students who speak a different language at The Academy from the one they speak at home, as detailed in the Language Policy.
3. To support the development of literacy skills throughout the curriculum.
4. To raise staff awareness of key literacy strategies through working party discussions, INSET and the dissemination of good classroom practice.
5. To encourage staff to take responsibility for the development of literacy in their subject areas through the inclusion in appropriate schemes of work and lesson planning.
6. To support the development of literacy through the deployment of a range of resources in the academy e.g. LRC and ICT.
7. To identify specific roles and responsibilities within The Academy with regard to the development of literacy work.
8. To establish procedures for monitoring literacy across the curriculum.

## Guidelines / Strategies

### Reading

1. Across the whole curriculum all staff will provide activities for students to:
  - read and follow written instructions
  - read to explore and to develop understanding
  - learn how to access textbooks, including format and index
  - learn how to extract and interpret information from text
  - learn how to select and compare information from different written material including textbooks, encyclopaedias, newspapers or from ICT sources
2. All staff will provide reading material of high quality, which is up to date, relevant and balanced in its presentation of ethnicity, culture and gender and appropriate for age and ability of the students.
3. Opportunities should be created for all staff to refer to students' use of reading in assessments and reports for all curriculum areas.

### Writing

1. Across the curriculum all staff will provide activities for students to:
  - use writing to increase their knowledge of words, correct spelling and grammar
  - plan, draft, discuss and reflect on their writing, using ICT, where appropriate
  - write for a range of purposes and audiences
  - make notes in a variety of formats, e.g. mind mapping
2. All staff will set writing tasks that have clear and immediate purposes, are objective driven and which are appropriate for the age and ability of the students concerned.
3. All staff will teach students how to structure their writing using a variety of sentence structures, paragraphs and a wide range of punctuation, including higher order punctuation e.g. semi- colons, colons and brackets.
4. Where students are asked to write in a particular genre, e.g. a newspaper report, all staff will ensure that students are familiar with the appropriate style and conventions.
5. All staff will highlight errors in grammar, punctuation and spelling in line with The Academy's assessment/marking policy (see marking codes below).

Symbol/Code	What should you do?
Sp	Correct and write out this spelling mistake three times. Add to your spelling list at the back of your book
C	A capital letter is needed here – why? Correct and write out.
.	A full stop is needed here. Correct and write out the sentence.
,	Incorrect use of a comma. Correct and write out the sentences.
Gr	Correct this grammatical error
//	New paragraph needed. TiPToP
λ	Missing word. Add the missing word
T	Wrong tense. Re-write in the correct tense
HWr	Your handwriting is difficult to read. Re-write in your best writing
X	Incorrect answer. Correct and write out
✓KW	Good. Keyword used correctly
✓AO	Good. Assessment Objective/ marking focus met

6. We will aim to:

- provide good models of particular kinds of writing e.g. newspaper reports, scientific experiment write-up etc
- provide Frameworks where appropriate
- provide dictionaries and teach students how to use them
- display Key Words in the classroom
- teach subject specific vocabulary and spelling
- encourage high standards of presentation including grammar, punctuation and spelling

### **Speaking and Listening**

Across the whole curriculum all staff will provide activities for students to:

- listen and carry out instructions
- explore and develop ideas with others, through their speech
- ask questions as well as answer them
- work collaboratively with others

### **Accelerated Reader**

#### **Star Reading Tests:**

Year 7 students will be tested using Accelerated Reader's Star Reading Test four times per year (on entry, before Christmas, before Easter and before the summer break). This will continue in Years 8 and 9. This will be organised by the Literacy Co-ordinator and it gives The Academy an accurate picture of how much progress a student makes in Reading over a period of time. From this accurate data, decisions can be made about whether or not support needs to be put in place for a student.

#### **Accelerated Reader Quizzes:**

Allows the Literacy Co-ordinator to see how much progress students are making on a daily/weekly/monthly basis. It also allows incentives such as 100% prize draws and Millionaires Club.

#### **Feedback:**

The Literacy Co-ordinator will regularly report on Accelerated Reader to Directorate and the Governors.

#### **Talk for Writing (T4W):**

'You cannot write it if you cannot say it; you cannot say it if you haven't heard it.' Pie Corbett

#### **What is it?**

- An effective approach to improve whole Academy literacy.
- T4W will provide an established methodology to achieve quality communication both written and spoken across the curriculum.
- Through the T4W process students will also improve their reading skills
- It will provide a consistent framework to enable students to transfer their learning from one subject to another and become confident communicators.

Where appropriate, there is an expectation that teaching staff/support staff will use the principles and teaching strategies of T4W to aid student progress. Where staff use T4W in observations they should ensure they highlight this on lesson plans (if one is produced).

### **Other provisions**

- Sound Training for Reading is a 6 week course which all Year 7 students go through
- our most vulnerable students are provided intensive literacy packages

## **Roles and Responsibilities**

### **All staff should:**

- ensure that they are familiar with the specific literacy demands of their subject and ensure sufficient coverage of these skills in their lesson planning
- use the agreed strategies in order to teach Writing, Speaking, Listening and Reading skills
- be able to identify a student's literacy strengths and weaknesses and know how to build upon these in order to promote student progress
- communicate on a student's standard of literacy with parents/carer, as appropriate
- be familiar with the essential skills and processes in English that students need to learn to make progress
- use assessment data to identify appropriate literacy strategies
- ensure that no group is disadvantaged with respect to race, ethnicity or gender
- show interest in reading and praise as appropriate

### **Leadership should:**

- support the Literacy Co-ordinator's literacy initiatives
- monitor faculties implementation of the Literacy Policy ensuring that 'subject specific literacy' is clearly identified in schemes of work and lesson plans, and that there is obvious progression through the key stages
- encourage models of good practice e.g. modelling and close collaboration between colleagues in order to promote literacy developments
- seek to find opportunities to liaise with all faculties and the Literacy Co-ordinator to provide continuity and develop links provide opportunities for staff training about literacy issues to take place on INSET days or during other times
- ensure that any new initiatives consider literacy and are discussed with the Literacy coordinator
- be role models in employing literacy strategies in their own teaching
- monitor exam and assessment outcomes to ensure that no group is disadvantaged with respect to race, ethnicity or gender
- create and use assessment data to identify appropriate literacy strategies

### **The Literacy Co-ordinator should:**

- accept overall responsibility for the delivery of The Academy's literacy policy.
- advise The Academy director i/c literacy and Teaching and Learning on literacy issues
- lead the determination of whole academy literacy strategies and their implementation
- establish, monitor and review strategies to assist students and teachers in the implementation of the literacy programs
- work with the Special Education Needs co-ordinator in whole academy assessment programs including the monitoring of the educational progress of all students in regard to literacy skills and programs
- meet regularly with HOFs to plan and monitor literacy needs and develop suitable literacy strategies for each curriculum area
- work with teachers to plan, monitor and resource literacy programs
- co-ordinate the literacy programme within tutor time by liaising with Raising Standards Leaders (RSLs), House tutors and the LRC coordinator
- run academy CPD workshops as part of ongoing training for staff
- run Parent/Carer Information sessions and write articles for the academy newsletter re literacy
- monitor the impact of the Literacy Policy on standards of literacy

### **The Special Educational Needs Co-ordinator and all support staff should:**

- work with the Literacy co-ordinator in whole academy assessment programs including the monitoring of the educational progress of all students in regard to literacy skills and programmes
- communicate with all staff about those students who have literacy difficulties and give advice on what staff can do to help these students in their subject
- ensure that no group is disadvantaged with respect to race, ethnicity or gender

- monitor identified students with literacy difficulties through IEPs and review meetings

**The LRC coordinator should:**

- provide appropriate literacy resources to support the curriculum
- provide appropriate resources to support independent learning and other curriculum tasks including enrichment
- support staff in teaching students how to research independently from a range of sources
- support the tutorial reading challenge in years 7 and 8 and coordinate the Year 7 multi-sensory reading programmes
- provide support for sixth form reading mentors

**The House Tutor should:**

- actively support the academy's literacy work in tutor time by encouraging students to progress through the reading of challenge activities
- place importance on literacy and ensure that it has a high profile within the house tutor group
- find opportunities to praise students' achievements and show interest in their reading

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