

# Literacy Policy



*Believe, Succeed, Together*

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## **1.0 Definition of Literacy**

Literacy involves the integration of listening, speaking, reading and writing and critical thinking. It includes the cultural expectations which enable a speaker, writer or reader to recognise and use language appropriate to different social situations. Literacy allows people to use language to enhance their capacity to think; create and question, which helps them to become more aware of the world and empowers them to participate more effectively in society.

## **2.0 Rationale**

Literacy is the ability to speak, listen, read and write at a sufficiently competent level to communicate thoughts, ideas, feelings and opinions clearly, meaningfully and imaginatively when appropriate. It is also the ability to be able to organise language effectively and appropriately for both purpose and audience. It is considered to be a basic skill and a fundamental human right by most countries in the world. Literacy is one of the most important skills a person can have, it is central to learning and it is therefore essential that all staff, pupils and parents are aware of the Literacy Policies and promote these wherever possible to enable pupils to access the curriculum as fully as possible.

At Eastwood we are all teachers of Literacy. We believe in the fundamental principle that Literacy is the key to improving learning and raising standards; it enables pupils to access all subjects, to read for information and pleasure, to communicate confidently and effectively and to prepare for the adult world, future studies and employment.

## **3.0 Purpose**

Literacy is a whole school responsibility. All members of the school community are expected to support and promote the drive to raise the standards of literacy within the school by employing consistent approaches and expectations across the school.

Pupils should be taught to express themselves clearly in both speech and writing and to develop reading skills. They should be taught to use grammatically correct sentences and to spell and punctuate in order to communicate effectively in written English.

Pupils need vocabulary, expression and organisational control to cope with the cognitive demands of subjects. Reading helps pupils to learn from sources beyond their immediate experience; writing helps them to sustain and order thought; language helps them to reflect, revise and evaluate the things they do, and on the things others have said, written or done; responding to higher order questions encourages the development of thinking skills and enquiry; improving literacy and learning has an impact on pupils' self-esteem, on motivation and behaviour. It allows them to learn independently. It is empowering.

## 4.0 Policy Aims

- Adopt a whole-school approach to literacy across the curriculum.
- Enable all pupils to attain at least minimum expected standards by age 16 in the key literacy skills of reading, writing, speaking and listening.
- Support the development of literacy skills throughout the curriculum
- Raise staff awareness of key literacy strategies through INSET, meetings, weekly literacy tips and the dissemination of good classroom practice.
- Encourage staff to take responsibility for the development of literacy in their subject areas through the inclusion of appropriate schemes of work and lesson planning.
- Support the development of literacy through the deployment of a range of resources in the school e.g. Library, ICT suites etc.
- Identify specific roles and responsibilities with regard to the development of literacy work.
- Establish procedures for monitoring literacy across the curriculum.

## 5.0 Strategies

### 5.1 Reading

1. Across the whole curriculum teachers will provide activities for pupils to:

- Read and follow written instructions.
- Read independently as well as reading together.
- Read to explore meaning and to develop understanding.
- Learn how to use a range of reading strategies including skimming, scanning sifting and selecting.
- Read to take notes from a text.
- Learn how to use a range of contextual clues to establish meaning including indexes, glossaries, illustrations, headings.
- Read from the literary canon as well as contemporary fiction.
- Learn how to select from written material, reformulate, question and challenge what they read in books, encyclopaedias, and newspapers or from ICT sources.
- Where appropriate, attention will be paid to developing higher order reading skills, e.g. analysis of language, awareness of bias, inconsistency and the articulation of alternative interpretations of what has been read.

2. Teachers 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 pupils.

3. Opportunities should be created for teachers to refer to pupils' use of reading in assessments and reports for all curriculum areas.

4. The Academy will provide a Literacy Pocket Book for all pupils as an effective literacy tool in all lessons.

5. The Academy will allow for specific nominated opportunities that allow students to access a range of contemporary fiction on the premises e.g. Book Fair, Literacy Evening.

6. Teachers will ensure that dedicated visual literacy aids are displayed in all teaching areas to allow immediate access to literacy for all pupils.

## **5.2 Writing**

1. Across the curriculum teachers will provide activities for pupils to:

- 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. thought shower, bullet points.
- Create high quality literature that will be published and shared throughout the community.

2. Teachers will set writing tasks that have clear purposes are objective driven, which are appropriate for the age and ability of the pupils concerned and which challenge pupils.

3. Teachers will model for pupils 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 pupils are asked to write in a particular genre, e.g. a newspaper report, teachers will ensure that pupils are familiar with the appropriate style and conventions.

5. Teachers will correct errors in grammar, punctuation and spelling in line with the Academy's Marking Policy and demand neat and well-organised work at all times.

## **5.3 Speaking and Listening**

Across the whole curriculum teachers will provide activities for pupils to:

- Listen and carry out instructions.
- Listen to others and respond appropriately.
- Listen for a specific purpose.
- Explore and develop ideas with others, through their talk.
- Use oral work as a precursor to written work.
- Participate orally in pairs, groups and the whole class.
- Ask questions as well as answer them.
- Use role play as a way of exploring a wide range of registers and contexts for spoken language.
- Use language precisely and coherently and use Standard English in appropriate contexts.
- Identify the main points to arise from a discussion
- Evaluate the effectiveness of spoken contributions in class and in other contexts.
- Present to a variety of audiences through performance.

## **5.4 Assessment for Learning**

Pupils should be given feedback on their reading, writing, listening and speaking which helps them understand the progress they are making and helps them know what and how they need to improve.

## **5.5 ICT and Literacy**

Pupils use ICT in lessons to enhance their learning, such as drafting their work, using multimedia to study how words and images are used and giving presentations about their subjects.

## **6.0 Monitoring and Evaluation**

Whole school literacy work should be monitored and evaluated by:

- Work checks.
- Checks on departmental schemes of work and lesson plans.
- Departmental literacy displays.
- Lesson observations.
- Use of book boxes during tutor time.
- Learning walks.
- Meetings.
- Student Voice.
- Scrutiny of development plans.
- Encouraging departments to share good practice by exhibiting or exemplifying pupils' work.

## 7.0 Curriculum Mapping of Literacy

The following codes are used in schemes of work to map literacy-based skills.

<b>Code</b>	
<b>Communication</b>	
<b>C1</b>	Developing active listening skills and strategies
<b>C2</b>	Understanding and responding to what speakers say in formal and informal contexts
<b>C3</b>	Developing and adapting speaking skills and strategies in formal and informal contexts
<b>C4</b>	Developing and adapting discussion skills and strategies in formal and informal contexts
<b>C5</b>	Taking roles in group discussion
<b>C6</b>	Using different dramatic approaches to explore ideas, texts and issues
<b>C7</b>	Developing, adapting and responding to dramatic techniques, conventions and styles
<b>C8</b>	Understanding and responding to ideas, viewpoints, themes and purposes in texts
<b>C9</b>	Reading and engaging with a wide and varied range of texts
<b>Reading</b>	
<b>R1</b>	Analysing how writers' use of linguistic and literary features shapes and influences meaning
<b>R2</b>	Analysing writers' use of organisation, structure, layout and presentation
<b>R3</b>	Generating ideas, planning and drafting
<b>R4</b>	Using and adapting the conventions and forms of texts on paper and on screen
<b>R5</b>	Developing viewpoint, voice and ideas
<b>R6</b>	Varying sentences and punctuation for clarity and effect
<b>R7</b>	Improving vocabulary for precision and impact
<b>R8</b>	Developing varied linguistic and literary techniques
<b>R9</b>	Structuring, organising and presenting texts in a variety of forms on paper and on screen texts, using a variety of linguistic and structural features to support cohesion and overall coherence
<b>R10</b>	Select and use a form and style of writing appropriate to purpose and to complex subject matter
<b>Writing</b>	
<b>W1</b>	Organise information clearly and coherently, using specialist vocabulary when relevant
<b>W2</b>	Developing and using editing and proof-reading skills on paper and on screen
<b>W3</b>	Using the conventions of standard English
<b>W4</b>	Reviewing spelling and increasing knowledge of word derivations, patterns and families
<b>W5</b>	Exploring language variation and development according to time, place, culture, society and technology
<b>W6</b>	Commenting on language use