

## **Whole School Literacy Policy**

### **Rationale**

Literacy is the ability to use and manipulate language in all its forms. Literacy is fundamental to learning and should function to underpin the school curriculum by developing students' abilities to speak, listen, read and write for a wide range of purposes, using language to learn and communicate, to think, explore and organise.

Helping students to express themselves clearly orally and in writing enhances and enriches teaching and learning in all subjects. All teachers and adults within the school have a crucial role to play in supporting students' literacy development. Students require systematic teaching and consolidation of their literacy skills. All teachers must share the responsibility for developing students' literacy skills and the benefits of a literate pupil body.

Therefore it is the responsibility of all teachers to promote and teach literacy across the curriculum.

### **Aims:**

- To promote the teaching of literacy skills regularly, systematically and consistently;
- To outline the vision that all teachers at St Thomas More Catholic Academy must share the responsibility for developing literacy and learning;
- To support students' learning in all subjects through contributing to the development of their communication skills;
- To recognise that language is central to students' sense of identity, belonging and growth;
- To raise students' own expectations of achievement, thus raising standards;
- To develop students' confidence and self-expression and cultural capital.

- To promote knowledge and understanding of the students' standards of achievement and assessment in spoken language, writing and reading, and the identification of any areas of strength and areas for development;
- To develop and ensure consistency of approach across practitioners and subjects.

### **Key Roles and Responsibilities**

- Students take increasing responsibility for recognising their own literacy needs and making improvements based on feedback and support;
- Teachers across the curriculum contribute to students' development of language, since oracy, writing and reading are, to varying degrees, integral to all lessons;
- Teachers are expected to model Standard English and should facilitate opportunities for high-quality extended writing in-line with curriculum needs and plans.
- The literacy co-ordinator will use data regarding students' progress in literacy, particularly data generated by Bedrock Learning, to track where intervention may need to occur and ensure that all staff have accurate data with which to plan appropriately challenging lessons for all groups of students including those in receipt of Pupil Premium.
- The Bee Hive is to support with the delivery of the paired reading.
- The Senior Leadership Team lead, model, monitor and give a high profile to literacy through both policy and practice;
- Parents and the local community encourage their children to use the range of strategies they have learnt to improve their levels of literacy;
- All staff should adhere to the literacy non-negotiables:

**M**odel standard English plus tier 2 and 3 vocabulary within resources and oracy.

**O**racy should consist of full sentences only.

**R**espond to students' work using the literacy codes.

**E**vidence and model positive attitudes towards literacy.

Staff will utilise the marking codes as appropriate to support students' literacy. No more than 3 incorrect spellings should be highlighted per piece of work to support Dyslexic students in particular. (See also, St Thomas More Catholic Academy – marking policy).

Symbol	Meaning
<b>Sp</b>	Correct your spelling three times. (These should also be highlighted)
<b>P</b>	Add or change a punctuation mark or capital letter.
<b>G</b>	(Grammar) Edit your sentence so that it reads correctly.
<b>//</b>	Use paragraphs correctly.
<b>?</b>	Unclear meaning.

**Staff will endeavour to support the development of all pupils' literacy skills through:**

**Reading:**

- Reviewing schemes of work to ensure there are opportunities for developing literacy skills and adequate opportunities for comprehension.
- Making good use of reading and spelling ages available to inform planning.
- Ensuring text-based resources are appropriate to reading ages.
- Encouraging reading for pleasure and use of the library.

**Writing:**

- Reviewing schemes of work to ensure there are opportunities for developing high-quality extended writing.
- Modelling how to write accurately for audience and purpose.
- Providing writing frames where necessary to support pupils in structuring and organising their work.
- Using dictionaries and knowledge organisers to support learning where appropriate.
- Ensuring all written resources, information, examples and models provided for pupils, parents and carers will be grammatically accurate and punctuated appropriately.
- Using the whole school literacy marking symbols when assessing pupils' written work.
- Providing opportunities for pupils to use literacy marking symbols in peer and self-assessment.
- Explicitly use the extended writing checklist to structure and quality-assure extended writing.
- Spellings of tier 3 vocabulary should be modelled in resources including knowledge organisers where appropriate.

**Oracy:**

- Reviewing schemes of work to ensure there are opportunities for oracy.
- Ensure that people hear consistently good examples of English.
- Giving oracy equal status to writing in developing the whole child's literacy skills.
- Providing pupils constructive feedback on their oral contributions.
- Model tier 2 and 3 vocabulary.
- Modelling and facilitating that all stakeholders communicate in full sentences only.

**Resources**

St Thomas More Catholic Academy is committed to providing:

- Interactive displays of reading material relevant to the topic or national curriculum subject; each classroom displays tier 3 vocabulary which students are encouraged to use regularly;
- High quality reading material, which is up to date, relevant and balanced in its presentation of ethnicity, culture and gender; students have access to the school library; students have access to quality reading resources to facilitate MORE reading.
- Dictionaries, glossaries and lists of appropriate tier 3 vocabulary are readily available during lessons, which students are encouraged to use;
- Access to appropriate audio and visual equipment;
- A classroom environment which is conducive to, and promotes good literacy practice.
- All year 7 and 8 students will receive access to Bedrock learning and dedicated curriculum time to build their tier 2 vocabulary and reduce word gaps as appropriate.

Lesson and curriculum planning within the school include explicit reference to the skills or strategies to be used, taught or reinforced. Where appropriate, plans include:

- Making clear the intended purposes of reading within our curriculum e.g. describe, repeat, interpret or analyse texts read;
- Teaching and giving opportunities to practise skimming for overall meaning, scanning for key points, words or phrases, or close reading;
- Teaching and giving opportunities to practise sifting and selecting information and taking notes from texts;
- Teaching and enabling students to infer and deduce meanings, recognising the writer's intentions;
- Teaching and giving opportunities to research and investigate from printed words, moving images and ICT texts;
- Teaching how to use quotations selectively to support points and link them to students' own comments;
- Ensuring texts are suitable for students' literacy ability.
- Providing all students in receipt of Pupil Premium with at least one funded reading book per academic year, in addition to a Pupil Premium-specific section of the library.

**CPD:**

St Thomas More Catholic Academy provides training for all members of staff so that they are able to comply with this policy document. This will apply to new members of staff as well as those established at the time of the adoption of this policy. The Literacy Co-ordinator also works periodically with different departments to develop specific aspects of literacy. The provision for literacy is reviewed on a termly basis via the marking checks

carried out by each department and the Senior Leadership Team. Literacy training is to be annually reviewed and delivered via INSET and CPD sessions.

Successful implementation of this policy is dependent upon the extent to which we:

- Use Bedrock learning data to inform suitable interventions for our vulnerable learners;
- Use and collect available data on all students' literacy levels in order to make informed choices about appropriate texts, lesson planning and to plan appropriate support for students so that they may successfully access texts and external examinations;
- Take account of the needs of all students, with regard to ethnicity, gender, ability and social economic and cultural factors;
- Structure lessons appropriately in ways that support and stimulate language and oracy;
- Display and utilise tier 3 vocabulary relevant to the topic or national curriculum subject;
- Utilise whole school approaches to improving standards of literacy in classrooms such as the 'literacy non-negotiables, SALAD days, use of Buzzwords';
- Utilise whole school approaches to improving standards of literacy during form time such as "Buzzwords" and MORE reading.
- Ensure access to the Bee Hive and to ICT resources;
- Use and access appropriate audio-visual equipment and mobile technologies which support students' development in literacy;