



Sponsored by Academy Transformation Trust

Literacy Policy

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*Inspire,
Aspire,
Achieve!*

At The Hathaway 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 Department alone; at the Hathaway Academy, all teachers 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 ultimately emerge as confident and articulate communicators, fully prepared to enter the adult world, whether to continue their academic studies or to enter the world of work.

Literate secondary students should:

- Read and write with confidence, fluency and understanding .
- Use their skills in speaking and listening to explore, articulate and extend their understanding of texts.
- Be able to orchestrate a full range of reading cues (phonic, graphic, syntactic, contextual) to monitor their reading and correct their own mistakes.
- Understand the sound and spelling system and use this to read and spell accurately.
- Have an interest in words, their usage and meanings and an extensive vocabulary used appropriately for different purposes.
- Know, understand and be able to write in a range of fiction and poetry genre, and be familiar with ways in which those genre are constructed.
- Understand the conventions of different non-fiction text types and be able to use these conventions confidently as readers and writers.
- Plan, draft, revise and edit their own writing from notes to a finished form; understand the publishing process and be able to use a variety of means including ICT to produce texts for different audiences.
- Have an extended technical vocabulary with which to discuss and evaluate their reading and writing.
- Read and write with enjoyment and discrimination.
- Through reading and writing develop their powers of imagination, critical awareness and thinking.
- Be able to research independently and make notes from a variety of sources, including Internet.
- Know how to use the Library resourcefully and purposefully.
- Use appropriate reading strategies to extract particular information, e.g. highlighting, scanning, skimming, close reading and inference.
- Use talk to question, hypothesise, speculate, evaluate, solve problems and develop thinking about complex issues and ideas.
- Be able to write cohesively in an increasingly sophisticated style, using varied punctuation, sentence structures, paragraphs and technical devices.
- Adapt their writing to suit audience and purpose and be confident users of subject specific vocabulary and correct spellings.

Strategy Aims

1. To adopt a whole Academy approach to literacy across the curriculum with particular reference to assessment and feedback on the correct use of spelling, punctuation and grammar.
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.

3. To support the development of literacy skills throughout the curriculum.
4. To train staff on key literacy strategies through professional learning and developing groups and the dissemination of good classroom practice.
5. To ensure staff to take responsibility for the promotion of high levels of literacy in their subject areas through the inclusion of appropriate schemes of learning and lesson planning.
6. To support the development of literacy through the deployment of a range of resources in the Academy e.g. Library, ICT suites etc.
8. To adhere to quality assurance procedures for monitoring literacy across the curriculum including lesson drop-ins, learning walks, home learning and work scrutinies and lesson observations.

STRATEGIES

Reading

1. Across the whole curriculum teachers will provide activities for students to:
 - Read and follow written instructions.
 - Read to explore and to develop understanding.
 - Learn how to sift, select and take notes from the text.
 - Learn how to access their textbook, including format and index.
 - Learn how to select from written material, reformulate, question and challenge what they read in textbooks, encyclopaedias, and newspapers or from ICT sources and also from a range of media sources including moving image texts.
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 students.
3. Opportunities should be created for teachers to refer to students' use of reading in assessments and reports for all curriculum areas.

Writing

1. Across the curriculum teachers will provide activities for students to:
 - Use writing to plan and organise.
 - 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. brain storming, mind mapping.
2. Teachers 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. Teachers 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, teachers will ensure that students are familiar with the appropriate style and conventions.
5. Teachers will point out errors in grammar, punctuation and spelling in line with the Academy assessment guidelines and then provide students with opportunities in the classroom to make the appropriate corrections to their written work.
6. We will:
 - Provide good models of particular kinds of writing.
 - Provide frameworks where appropriate.
 - Provide dictionaries and thesauri and teach students how to use them.
 - Display keywords in the classroom.
 - Teach subject specific vocabulary and spelling.
 - Encourage high standards of presentation in line with Academy guidelines.

Speaking & Listening

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

- Listen and carry out instructions
- Explore and develop ideas with others, through their talk including debating issues of current interest
- Ask questions as well as answer them
- Work collaboratively with others

Roles & Responsibilities

All staff will:

- Ensure that they are familiar with the specific literacy demands of their subject and ensure sufficient coverage of these skills in their lesson planning.
- Identify a student's literacy strengths and weaknesses and know how to build upon these in order to promote student progress.
- Report on a student's standard of literacy at the Parents' Evening, as appropriate.
- Ensure that 'subject specific literacy' is clearly identified in schemes of learning and that there is obvious progression through the key stages.
- Monitor the work of the subject area with regard to the inclusion of subject specific literacy strategies in lesson planning.
- Encourage models of good practice e.g. modelling and close collaboration between colleagues in order to promote literacy developments.
- Use available assessment data to identify appropriate literacy strategies.

The Literacy Co-ordinator

The Literacy Co-ordinator will:

- Support departments in the implementation of the school's Literacy Policy.
- Advise the Academy Leadership Team on literacy issues.

- Co-ordinate literacy initiatives.
- Help to monitor the impact of the literacy strategy on standards of literacy across the Academy.

The Leadership Team

The Leadership Group will:

- Accept overall responsibility for the delivery of the school's literacy strategy.
- Provide opportunities for staff training about literacy issues to take place on CPD days or during other times.
- Support the Literacy Co-ordinator's literacy initiatives.
- Support the Literacy Co-ordinator in monitoring subjects' implementation of the literacy strategy.

The SENCo

The Special Educational Needs Co-ordinator will:

- Communicate with all subject staff about those students who have literacy difficulties and give advice on what staff can do to help these students in their subject.
- Monitor students with literacy difficulties through IEPs and review meetings.