



LITERACY POLICY

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LITERACY POLICY

Academy Ethos

Literacy is central to the development of learning at Red House Academy, giving students the opportunity to contribute to the development of a healthy society where they can appreciate, enjoy, understand, evaluate, discuss and make informed choices and decisions. Language is the key to assessing ideas and also the ability to create them, so that articulating effectively in itself removes many social barriers to achievement. We recognize that all modes of language contribute to the development of literacy: Talking, Listening, Reading and Writing. By using these modes of language for specific purposes in specific contexts students can develop knowledge, understanding and skills for learning and indeed for living.

Red House Academy aims to embrace a whole school literacy awareness that concentrates on creating, and maintaining, a positive ethos towards language and a high public profile for literacy

Underpinning all of this is the necessity for Academy staff to present themselves as models of good practise in linguistic dexterity and as advocates of reading for pleasure.

Aims

The following aims underpin our approach to the promotion and development of Literacy and they reflect the skills we believe a fully literate student should possess:

- to develop students' confidence as learners and users of language;
- to build-up students' skills in all areas of language;
- to enable students to generalise beyond English to all areas of the curriculum in order to apply and develop further their language skills;
- to develop students' knowledge of and familiarity with a wide range of literature, both fiction and non-fiction, enabling them to make choices about the kind of texts they enjoy;
- to develop in students the ability to read fluently using reading methods that are appropriate to the material and task;
- to develop students' ability to use information texts and to locate, extract and use relevant information;
- to develop writing skills for a range of purposes and audiences, using spelling punctuation and syntax appropriately and with confidence;
- to enable students to communicate clearly and confidently in appropriate forms of speech;
- to promote a wide use of ICT as a medium for further development of language both in English and across the curriculum.

Objectives

1. To adopt a whole-school approach to literacy across the curriculum in keeping with the principles and practices established in the National Strategy Literacy and Learning Framework and the renewed English National Curriculum Framework.
2. To enable all students to reach their potential in the key literacy skills of reading, writing, speaking and listening so that their language is truly functional.
3. To support the development of literacy skills throughout the curriculum and at every Key Stage.
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 of appropriate schemes of work and lesson planning
6. To support the development of literacy through the deployment of a range of resources in the school e.g. Library, Accelerated Reading Programme, Reading Challenge, Applications Programme.
7. To identify specific roles and responsibilities within the school with regard to the development of literacy work
8. To establish procedures for monitoring literacy across the curriculum

Academy-Wide Literacy Strategies and Initiatives

In order to facilitate the achievement of the above objectives a number of initiatives and strategies will be pioneered in the Academy in a whole-school context. These are as follows:

- Literacy objectives will be reflected in all subjects medium and short term plans
- Non-fiction text types will be assigned to and delivered by all departments
- Reflect Functional Skills in curriculum planning
- Identify the strengths and weaknesses in students' work from across the school and implement inset and training programmes to target areas for development.
- Adopt the literacy objectives and APP as a way of planning for and assessing literacy skills. One literacy target to be set for each student every half term in every subject.
- Seek to identify progression in the main forms of reading, writing, speaking and listening undertaken in each department through assessment each term and strengthen teaching plans accordingly.
- Plan to include the teaching of objectives to support learning in own subject area.
- Every teacher to have an aspect of literacy as one of their performance management targets.
- Applications programmes for Key Stage 3 will embody literacy objectives.
- Liaison with primary feeder schools to identify learner need before entry, to be reflected in Individual Learning Plans.
- Accelerated reader programme followed by all students in Key Stage 3 to engender an enthusiasm for reading.

Developments within Different Aspects of Literacy

Speaking and Listening

We will teach students to use language precisely and coherently. They should be able to listen to others, and to respond and build on their ideas and views constructively.

We will develop strategies to teach students how to participate orally in groups and in the whole class, including:

- using talk to develop and clarify ideas;
- identifying the main points to arise from a discussion;
- listening for a specific purpose;
- developing and adapting discussion skills and strategies
- Staff training needs will be met through extensive departmental inset planned by Academy Social Communications Director.

Reading

We aim to give students a level of literacy that will enable them to cope with the increasing demands of subjects in terms of specific skills, knowledge and understanding. This applies particularly in the area of reading (including from the screen), as texts become more demanding.

Our primary objective in improving students' literacy levels will be to engender a culture of reading for pleasure. Teacher modelling of good reading practices, buddy reading schemes through Reading Challenge and engagement with Accelerated Reader will raise the profile and hopefully the popularity of reading for our students.

We will build on and share existing good practice. Students will be taught strategies to help them to:

- Develop active reading skills and strategies such as skimming, scanning and using inference and deduction
- read with greater understanding;
- locate and use information;
- follow a process or argument;
- summarise, synthesise and adapt what they learn from their reading.
- learn how to select from written material, reformulate, question and challenge what they read in textbooks, encyclopaedias, and newspapers or from ICT sources

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.

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

Writing

It is important that we provide for co-ordination across subjects to recognise and reinforce students' language skills, through:

- Making connections between students' reading and writing, so that students have clear models for their writing;
- Using the modelling process to make explicit to students how to write;
- Being clear about audience and purpose;
- Providing opportunities for a range of writing including sustained writing.

In order to achieve this all 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

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.

Students will be taught 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.

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 and will model writing in this genre.

Teachers will correct errors in grammar, punctuation and spelling in line with the school's assessment policy.

We will aim to:

- provide good models of particular kinds of writing
- 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

Non-fiction Text Types

Each department will:

- teach students how to write in ways that are relevant to that department's subject needs
- specific text types will be identified by each department for delivery through lessons each half term

The text types are:

- information;
- recount;
- explanation;
- instruction;
- persuasion;
- discursive writing;
- analysis;
- evaluation;
- formal essay.

All departments are to adopt and use the same terminology in teaching the various features of the text types so that this is consistent and clearly reinforced.

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- provide dictionaries and teach students how to use them
- display Key Words in the classroom
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Monitoring and evaluation

The effective development of literacy across the curriculum will be dependant to some degree on the centrality of literacy in the Academy's monitoring and evaluation systems.

It will be the responsibility of the Director for Social Communication to evaluate curriculum planning and teaching with regard to this area and ensure that literacy objectives and effective practices are being followed. This will be achieved through:

- assessment
- sampling work
- lesson observations
- data trawls,
- pupil voice and case studies
- scrutiny of development plans
- exemplification of standards in students' work
- meetings with Curriculum Leaders.

Senior and middle leaders will also have clear criteria for judging effective literacy teaching and these criteria will be shared and understood by the whole staff.

Where weaknesses are identified in planning or teaching, the Social Communication Director along with Literacy advisors will give support in, for example, modelling good practise, team teaching or working with materials that deal with that particular aspect of literacy teaching.

Diversity

SEN

Students who enter the Academy with a reading age below 9 years and 6 months will be assigned to a reading group where they will follow the Ruth Miskin 'Fresh Start' reading recovery programme. These sessions will take place during the extended school day facility, one period of Applications and a further time-tabled lesson of Literacy for Year 7 and will be delivered largely by LSAs. These students will also have diagnosis LASS testing which will highlight areas of linguistic weakness to staff in order for additional interventions to be made.

Related external agencies will also be used to support students with identified linguistic weaknesses such as dyslexia and speech and language issues.

Literacy Plus units will be delivered to students who are currently working at NC Level 3.

The Academy will also be adopting good practise from the Inclusion Development Programme on dyslexia and speech and language.

Gifted and Talented

Students who display high order literacy skills will be given opportunities to expand their experience in the linguistic field through extra curricular opportunities with the Sunderland Echo, Sunderland University and the Academy newspaper.

G and T workshops will also be organised by the English Department at various points during the year and will liaise with Curriculum Leader for Diversity with regard to enhancement programmes.

All staff will differentiate lessons sufficiently so that our most linguistically able students are provided with challenge through questioning, adjusting the demands of the task, use of support, use of group structures and resources.

Roles and Responsibilities

Director of Social Communications

- Will strategically analyse the areas of literacy that need to be developed across the academy to equip students with the language they need to communicate effectively in a variety of forms and in a range of contexts.
- Develop a programme with feeder Primary Schools to develop language skills across the phase and identify learner need in the Individual Learning Plan before entry.
- Plan programmes of Reading Recovery (Ruth Miskin's 'Fresh Start' programme) with Diversity Leader.
- Will develop and manage intervention programmes across the academy to provide additional support for linguistic development where need is identified.
- Will support and lead in-service for all staff to develop competent and assured literacy teaching.

Curriculum Leader for Diversity

- To liaise with Social Communication Director with regard to provision for students with reading ages below 9 years and 6 months, expressly reading groups, LASS testing and Literacy Progress Units.
- To manage the LASS testing of students and organise external agency support.
- Monitor students with literacy difficulties through Personalised Learning Plans and review meetings.
- Identify students for literacy intervention through the Transition process
- Communicate with all staff about those students who have low literacy levels and give advice on how their needs can be best met.
- To liaise in the provision and challenge for those students identified as linguistically Gifted and Talented students and monitor their progress through PLPs.

Curriculum Leaders

- Ensure that subject specific literacy is clearly identified in schemes of work, and that there is obvious progression through the Key Stages
- Monitor the work of the department with regard to the inclusion of literacy strategies in lesson planning and literacy target setting
- Encourage models of good practise and circulate details of literacy initiatives
- Use available assessment data to identify the success of appropriate literacy strategies

The Librarian

- To facilitate the effective operation of Accelerated Reader for all year groups through the management and control of book stock, supporting students in their 'quizzing' and bi-annual testing and liaising with staff who support students in this process. The Librarian should also keep records of students' achievements and certificates in relation to AR.
- Provide appropriate resources to support the curriculum
- Keep abreast of current trends in children's fiction and reading habits