

Sandhill View Academy



LITERACY POLICY

All schools must have a working literacy policy and all classroom staff need to implement it. At Sandhill View Academy the English Department drives literacy but it is the collective responsibility of all staff, in all curriculum areas to ensure literacy is constantly addressed in order to promote improved standards. Literacy encompasses reading, writing, the spoken language and handwriting.

Rationale

The development of an effective literacy skillset (that is, speaking, listening, reading and writing) is fundamental to the achievement of a rich and fulfilling life. We use these skills every day in order to communicate with, and make sense of, the world around us. As such, the better we are at these skills the more successful we can expect to be in life. At Sandhill View we recognise that at the heart of improving literacy skills is the opportunity to practise them. Improving literacy and learning can have an impact on students' self-esteem, motivation, behaviour and attainment. It allows them to learn independently and is empowering.

Sandhill View's curriculum is underpinned by developing students' abilities to speak, listen, read and write for a wide range of purposes, including using language to learn, communicate, think, explore and organise. Helping students to express themselves clearly, through development of vocabulary, both orally and in writing, enhances and enriches teaching and learning in all subjects and prepares the student for life after school.

We believe that reading, and particularly reading for pleasure, has a direct impact on cognitive and social communicative development. Our aim is to develop each student's potential to the point where they are reading at, or above, their chronological age. We will quantify this development through a robust program of assessment, intervention and data analysis. Baseline data in term 1 will inform intervention and planning with progress and development mapped against two further assessment points throughout the year, alongside monitoring and evaluation procedures.

Acquiring literacy is an empowering process, enabling millions to enjoy access to knowledge and information which broadens horizons, increases opportunities and creates alternatives for building a better life.

Kofi Annan (Seventh Secretary-General of the United Nations)

Aims

- Support students' learning in all subjects by supporting teachers to be clear about the ways in which their work with students contributes to the development of students' literacy skills.
- Increase students' standards of achievement in literacy and across the curriculum.

- Promote knowledge and understanding of the students' standards of achievement and assessment in literacy across the curriculum, and the identification of any areas of strength and weakness.
- Raise students' own expectations of achievement, thus raising standards and aspirations.
- Develop a shared understanding, between all staff, of the role of language in students' learning and how work in different subjects can contribute to and benefit from the development of their ability to communicate effectively both in school and in preparation for life.
- Recognise that language is central to students' sense of identity, belonging and growth.
- Develop students' confidence and ability to express themselves.
- Support the staff team to implement effective literacy development and wider achievement across the school.

Key requirements of implementation

Reading - *reading helps pupils to learn from sources beyond their immediate experience and inspires them to acquire knowledge.*

- To create an environment where reading is promoted across the school.
- To provide time in school every week for all students to read.
- To support reading through a range of varied and appropriately differentiated reading resources.
- To promote and support reading in non-school hours.
- To implement a more robust assessment process in order to identify weakness and strength, which in turn is used to inform planning and intervention.
- To develop staff understanding of the impact of reading to outcomes in CPD.

Writing - *writing helps pupils to sustain and order thought.*

- To provide students with a range of challenging writing tasks.
- To provide students with real audiences and creative writing outlets where possible.
- To support writing with frames or scaffolds where appropriate, and use modelling, within subjects.
- To ensure grammar, spelling and handwriting are supported in all subjects.
- To promote extended writing across the Academy in all subject areas.
- To develop staff understanding of the impact of literacy to outcomes in CPD

Speaking and Listening - *language helps pupils to prepare, reflect, revise and evaluate the tasks they undertake, and on the things others have said, written or done.*

- To raise awareness of the importance of oracy across the school.
- To encourage a more systematic approach to the use of discussion in all subjects.
- To support all departments and subjects in embedding oracy and discussion opportunities in their subject area.

Promoting Literacy at Sandhill View

At Sandhill View, literacy across school is driven by the Literacy Co-ordinator in conjunction with the English department and SLG. However, it is the collective responsibility of all staff in all curriculum areas to ensure that literacy is constantly addressed in order to improve standards and raise levels of attainment.

Responsibilities

- SLG will lead and give a high profile to the school's vision for literacy.
- Teachers across the curriculum will take every opportunity to provide students with the knowledge, skills and understanding they need to read, write, speak and listen effectively.
- Learning support staff will provide additional scaffolding for students with identified literacy weaknesses.

- The Literacy Co-ordinator will support departments in the implementation of strategies and encourage departments to share good practice. They will regularly monitor students' progress in literacy and the impact of literacy interventions and review provision accordingly.
- Parents should encourage their children to develop their literacy skills through encouraging reading for pleasure at home.
- Students will take increasing responsibility for recognising their own literacy needs and making improvements.

Speaking and Listening

All staff will:

- Lead by example, ensuring Standard English is used at all times and is expected in response.
- Challenge students when slang or inappropriate colloquialisms are used. Encourage the correct use of English in the classroom environment.
- Encourage students to correct their own speech when errors are drawn attention to.
- Create opportunities for talk in a range of contexts and forms: whole class discussion, small group discussion, paired discussion, individual contribution, role play etc.

Writing

All staff will:

- Model high standards of presentation. All work to be presented with date and title - see PROUD initiative.
- Model all pieces of writing – never assume that the student will know what structure or tone to employ. Use writing frames etc. to aid extended writing for those who need them.
- Follow specific systems as referenced in the school literacy mats (PEEL, PAFT, etc).
- Promote punctuation, spelling and grammar within any writing task.
- Take every opportunity to expand vocabulary and range of expression. Be explicit about what vocabulary or key words you expect to find in any given piece of writing. The use of vocabulary 'starters' is particularly useful here. Insist on the use of full sentences within writing tasks.
- Take opportunities for peer literacy marking, using the literacy marking key. Focus on one or two aspects per opportunity e.g. are all key words spelled correctly?
- Produced an extended piece of writing suitable to their subject area and mark in line with the Academy's policy.

Reading

All staff will:

- Provide opportunities for reading as a class, in groups and individually. Encourage reading aloud if appropriate to task.
- Encourage further reading around the subject.
- Set reading and research tasks as part of class work and/or homework focused on books/newspapers/online articles etc.
- Promote skimming and scanning skills in lessons.
- Develop students' ability to locate and retrieve information; to select and interpret information; to collate supporting details within a text; to collate material from a variety of texts, including different types of text.
- Take every opportunity to promote the enjoyment of reading.

Marking

All staff will:

- Follow the Sandhill View's marking policy when assessing students' work.
- Address mistakes and place appropriate symbols in the margin. If no margin available, symbols can be placed next to the error. It is not policy to indicate every single mistake in students' work especially when marking work of students who have low levels of literacy in all areas of spelling,

punctuation and grammar. Specific areas may be targeted in different assessments. Ensure that the student knows which particular literacy focus will be assessed beforehand
e.g. The particular focus for this piece of writing will be the correct spelling of all key words and the correct use of paragraphs.

- Take opportunities to praise, either verbally or through marking, the effective and accurate use of literacy skills.
- Ensure marking for literacy is embedded into wider marking policy e.g. correct colour pens used for WWW, EBI, yellow box work etc.
- Utilise the self/peer marking of literacy with students marking their own or a partner's work with green pen. Use literacy marking key 'bookmarks' to aid assessment.
- Identified extended pieces of writing should be accompanied by the Sandhill View proforma and it is this that should be used when given feedback.

Last review date: 24.11.17

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