



# **Literacy Policy**

<b>Date Policy Reviewed:</b>	<b>July 2019</b>
<b>Date Approved by Governing Body:</b>	<b>April 2018</b>
<b>Date of Next Review:</b>	<b>July 2020</b>

## Mission statement

All staff are responsible for improving the ways pupils use the language, which helps them learn. As such, the staff at Longfield Academy are committed to developing the skills of all of our pupils, in the belief that it will support their learning and raise standards across the curriculum.

## Literacy Definition

“Literacy is the ability to read, write, speak and listen in a way that lets us communicate effectively and make sense of the world.”

[www.Nationalliteracytrust.org.uk](http://www.Nationalliteracytrust.org.uk)

## Why is literacy important?

“Lacking vital literacy skills holds a person back at every stage of their life. As a child they won't be able to succeed at school, as a young adult they will be locked out of the job market, and as a parent they won't be able to support their own child's learning. This intergenerational cycle makes social mobility and a fairer society more difficult.”

[www.Nationalliteracytrust.org.uk](http://www.Nationalliteracytrust.org.uk)

## Focus for the year

The school will focus on 5 key areas to improve the literacy skills of all pupils in the school:

1. Bedrock Vocabulary: Pupils in Key Stage 3 will be introduced to key vocabulary through the use of the structured online ‘Bedrock Vocabulary’ programme. Pupils will need to complete 2 lessons every week as their English homework. Lessons are differentiated according to the ability of the pupil.
2. Accelerated Reader: Pupils in Key Stage 3 will use the ‘Accelerated Reader’ online resource to encourage independent reading and to improve comprehension skills. This will be completed as part of their English course and as their Literacy homework each week. It is strongly recommended that pupils read for at least 20 minutes every day at home.
3. Spelling tests: Pupils in Year 7- Year 10 will complete weekly spelling tests during a designated Literacy PD lesson with their form tutor. These spellings are printed in the pupil planner for the full year. The spellings are a mixture of ‘Tier 2 Academic words’\* and subject specific words. Every half term a test will be taken on a selection of the words studied and the score will be recorded for each pupil. Teachers will focus on the spellings the pupils found most difficult in their teaching, across all subjects, in the following half term.
4. PEAL framework: Pupils will use the same framework in all subjects when answering comprehension questions and analysing and exploring texts. This framework is PEAL (Point-Evidence-Analyse-Link)
5. Literacy intervention in Key Stage 3: there will be a bespoke curriculum offered to small groups of pupils in Year 7, Year 8 and Year 9 who have been identified as needing extra support to develop their literacy skills in order to access material in GCSE examinations. This intervention will include the above strategies as well as the use of the ‘Fresh Start phonics’ intervention

programme and a holistic humanities scheme of learning that will focus on the development of literacy skills.

Literacy will be classed as a distinct subject for all pupils in Key Stage 3 and parents will receive a report every term showing their child's progress in the following areas:

1. Bedrock-  
Number of lessons completed.  
% progress made between pre-tests and post-tests.
2. Accelerated Reader-  
Progress towards half-term target  
Reading age and improvement in Reading Age.
3. Spellings-  
Pupils' scores in spelling tests that take place each half term.
4. The literacy intervention groups will receive a detailed report each term.

Intervention will be useful when a pupil is away from their chronological reading age. This will involve parents/carers, teachers and pupils and monitored via the Literacy Lead and Data Verification Team.

The school will also introduce the use of CAT tests (Cognitive Ability Tests) for all pupils in Year 7. The results of these tests will be provided to Heads of Department, teachers and parents and will assist us in placing pupils in the correct sets ensuring each pupil is challenged according to their ability in that subject.

### **1. Roles and Responsibilities.**

#### **Pupils**

- Take increasing responsibility for recognising their specific needs in relation to Literacy and making appropriate improvements by responding to feedback and intervention.
- Use all Literacy initiatives as advised and complete all homework set.

#### **Parents / Carers**

- Encourage their child to use the range of initiatives provided.
- Encourage 20 minutes reading at home every day.
- Where appropriate, read the literature sent home to explain the initiatives we are providing and, if possible, use the details provided by the school to access the online intervention programmes their child will be using.
- Where appropriate, attend Literacy parent support sessions at the school to identify ways of supporting their son / daughter.

#### **Librarian**

- Develops an exciting and vibrant learning environment where students are encouraged to foster a love of reading.
- Supports literacy intervention in class and in small groups.
- Leads a calendared programme of events in the library over the year.
- Develops library use by all faculties in the school.
- Analyses data from Accelerated Reader to complete termly reports for parents.

#### **ALL Teaching Staff**

- In accordance with Teacher Standards, teaching staff demonstrate an understanding of, and take responsibility for, promoting high standards in relation to articulacy and the correct use of Standard English, ensuring skills relevant to the subject are taught explicitly to enable pupils to make expected progress.
- Ensure that marking of literacy, appropriate to their faculty, is carried out.
- Ensure they adopt the use of the PEAL framework in their teaching.
- Ensure they teach the spellings identified as a priority each half term.
- To ensure they use the data generated from the CAT tests in Year 7 to improve the learning experience for the pupils in their class.
- Embed all aspects of the literacy policy in lessons
- Use PEAL structures when appropriate in writing extended pieces
- Use and promote spelling and extending vocabulary linked to subject specific terminology and tier 2 words identified by the literacy lead
- Complete mark sheets following spelling assessments
- Mark in line with school and department policies identifying SPAG and ensuring it is acted upon
- Emphasise the importance of reading and encourage reading in class and around the subject
- Utilise reading ages to differentiate in lessons and further support where required
- Encourage reading for pleasure

#### **Form tutors**

- Help pupils to learn new spellings each week and administer and record the results of spelling tests
- Encourage reading for pleasure

#### **All Staff**

- Promote high standards of language use at all times.
- Encourage reading for pleasure

#### **Literacy Leader**

- Devises, implements, monitors and evaluates the strategy for the teaching of literacy and the development and improvement of literacy skills for all pupils across all departments
- Improves the reading ages and measureable literacy levels of all pupils in the school and reports to SLT and Governors on a regular basis about progress
- Feedback to the Data Verification team
- Leads on CPD needs in relation to literacy
- Coordinates learning walks/work scrutiny with a literacy focus
- Act as standards checker with SLT to ensure testing and learning of spellings is carried out weekly
- Report literacy progress to SLT and Data Verification Team
- Attend department meetings when necessary to ensure literacy strategies are being utilised
- Monitor through book scrutiny the use of PEAL in departments

- ensure staff are up to date with pupils requiring intervention through staff briefings
- ensure accelerated reader, bedrock and reading tests are carried out termly, recorded and feedback is given to staff when available
- ensure disadvantaged pupils receive literacy packs over holiday periods
- ensure all stakeholders understand the strategy and understand their role and the school's in supporting the children with their literacy skills
- oversee progress of the literacy group and report to SLT and through termly reports
- Encourage reading for pleasure

### **Data Verification Team**

- Discuss pupils highlighted for Literacy intervention vs Impact
- Liaise with Middle Leaders to ensure pupils are identified where applicable for support and targeted differentiation
- Ensure literacy forms part of school health checks
- Afford CPD to ensure all staff are updated and are aware of ongoing expectations linked to literacy
- Report literacy improvements to governors

### **English Teachers**

- Contribute to pupils' development of the skills associated with literacy since the development of vocabulary, speaking, listening, writing and reading skills are integral to all English lessons.

### **Department Heads**

- Responsible for ensuring that all schemes of learning for their department incorporate provision for the teaching of literacy for all pupils, in line with this policy.
- Ensure that marking of literacy, appropriate to their department, is carried out in line with this relevant policy.
- Monitor the effective teaching of literacy within the department, through lesson observations, work scrutiny and pupil voice.
- Act upon strategies forged by the Literacy lead
- Role of Middle Leaders
- Discuss literacy at department meetings as identified by the department agenda
- Ensure intervention where appropriate
- Through book scrutiny ensure PEAL paragraphing is utilised and embedded
- Ensure marking for SPAG meets department expectations
- promote texts to use within the department and encourage reading as part of lesson structures and linked to MTPs
- Ensure reading ages are taken into account on lesson planning within the department linked to differentiation

## **To improve provision across the school the literacy policy will:**

1. Introduce and embed new vocabulary to learners in a structured way using 'Bedrock Vocabulary'
2. Seek to improve the provision for independent reading for pupils using the 'Accelerated Reader' programme
3. Introduce and embed spelling tests during Literacy PD time
4. To develop and review effective schemes of learning for literacy intervention groups
5. To introduce and embed the PEAL framework across all subjects
6. Offer support to all adults associated with the school through CPD sessions and parents' evenings
7. Review this literacy policy annually

## **Impact**

- Improvements in reading ages
- Vocabulary measured in Bedrock
- Book scrutiny identifying PEAL paragraphing consistently used
- Answers to marking tokens evidencing PEAL paragraphing
- Evident through improved assessment data

\* Tier 2 words are high-frequency words used by mature content users over a variety of content domains. More simply, they are words that are frequent enough that most native speakers would know what they mean, but usually require explicit instruction (having to look them up in a dictionary, or apply context inferencing, etc.) They lack redundancy in the language, but are not so specialized as to be jargon or unique to specific contexts. They are often spelled in ways that don't phonetically follow the simple rules of English grammar and may be challenging for emerging vocabulary learners who know how to say the word, but have difficulty trying to read them due to irregular or alternative phonetic grammar rules. Tier 2 words are words such as obvious, complex, reasoned, national, or informed.

In contrast, Tier 1 words are extremely common, almost ubiquitous-frequency words that require little or no explicit instruction. They are usually root words themselves and are not typically modified with prefixes and suffixes. They are usually phonetically very easy to read and pronounce from reading. Words like baby, clock, or run are tier 1 words.

Tier 3 words are extremely specialized, require explicit instruction, are relatively low-frequency, and are usually limited to a content domain, like medical or engineering terminology. They frequently are composed of foreign language roots modified with suffixes and prefixes. These are words such as misappropriated, atrioventricular tachycardia, or antidisestablishmentarianism.