



# NATIONAL CHURCH OF ENGLAND ACADEMY

## Literacy Policy

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## National C of E Academy Literacy Across The Curriculum Policy

### **Vision Statement**

We believe that literacy skills are central to each student's capacity for educational achievement, for lifelong learning, and for their personal and social development. We want students to have the appropriate literacy skills to access all areas of the curriculum, to succeed in KS4 & 5 examinations, and move beyond The National Academy equipped with the necessary literacy skills to succeed in their chosen vocational and/or educational path.

Accordingly, we want students to be able to:

- understand and infer information from a vast range of texts, including written, spoken and moving image texts;
- respond to and think critically about texts;
- communicate effectively with others in oral and written responses.

### **Teaching and learning**

The teaching and learning of literacy is essential in delivering these outcomes for students and to ensure all students experience 'life in all its fullness'.

Accordingly, we are committed to:

- ensuring that students' reading ages are accurately assessed and monitored, and that this is made available to all teachers on the Academy's data systems;
- aim for as many students as possible achieve a reading age of 15 years 9 months (as this is the average reading age of GCSE materials);
- where reading age falls below this, appropriate intervention to be put into place for these students;
- have as many students as possible achieve an SAS (Standard Age Score) of 100 or above (85-115 is considered average);
- raising and sustaining the standards of literacy across the school through the continued development of a Whole School Policy and Learning and Teaching strategies which can be employed across the curriculum;
- raising the profile of literacy across the Academy during pastoral sessions, through initiatives such as 'Word of the Week', 'What's the story?!' and through activities linked to the Thought of the Week;
- cross-curricular collaboration to ensure consistency in standard of Teaching and Learning concerning literacy;
- robust quality assurance of strategies and procedures to ensure what we do has a direct impact on the continued progress of the students.

Furthermore, we will achieve consistency in the Teaching and Learning of literacy by ensuring:

- literacy skills are taught consistently and systematically across the curriculum;

- teachers are aware of literacy issues which may arise in their subject and are equipped to deal with these through the use of relevant Teaching and Learning strategies;
- a common set of strategies are employed across the school to improve standards in literacy: spelling, punctuation and grammar; communication; questioning; talk for writing; active reading strategies; the teaching sequence for writing;
- teachers use the correct and common terminology to describe language;
- expectations concerning presentation and accuracy of work are clear to pupils and are insisted upon across the school.

We will achieve our aims by:

### **In KS3**

- The objective in KS3 is to ensure all students have an SAS of between 85-115 by the end of KS3.
- All KS3 students will be tested for their reading age at least twice a year using the New Group Reading Assessment online reading test. The first test will be during the year 6 transition days held during the summer term.)
- All year 7 students will receive a dedicated literacy lesson once a week. This is in addition to their 4 periods of English.
- Moreover, those students who are identified as being *significantly* below an SAS of 85 *and* unlikely to reach the average score by the end of year 9 will form a cohort of students we will provide tailored intervention for.
- All Year 7 and Year 8 students will take part in the Accelerated Reader programme, with the aim of students developing their independent reading (by reading texts which are appropriate for their reading age) and improving their understanding of the texts read, ultimately increasing their SAS and reading age;
- All Year 7 students will begin their English / literacy lessons with a period of 5-10 minutes silently reading a book of their choice.

### **In KS4**

Those students who are significantly below a reading age of 15.9 and / or an SAS of 85 by the end of KS3 will continue to receive specific literacy intervention. The intervention will take one or more of the following forms, depending on the specific needs of the student concerned:

- Setting in English: enrolment in a teaching set timetabled to include lessons on literacy essentials;
- Small group and 1-to-1 support: regular timetabled teaching slots dedicated to specific literacy issues.

### **In KS5**

- Promotion of advanced critical reading skills through tutor periods;

- Specific intervention for students identified as having literacy issues in the form of tutor time workshops on: essay structure; critical reading strategies.

### **Literacy across the Curriculum**

Alongside the intervention strategies, literacy will be addressed in all subject areas in the following specific ways:

- use of literacy mats and displays in classrooms to promote a common approach;
- in tutor periods: literacy activities, including word puzzles and word of the week, to promote interest in literacy and develop vocabulary;
- in tutor periods: a range of varying literacy activities linked to the 'Thought of the Week'. These variably promote literacy through:
  - Reading comprehension;
  - Spoken communication;
  - Structuring written arguments;
- continued development of whole year and whole school spoken communication days to promote effective spoken communication.
- improving spoken communication through the oracy programme (SVE), which initially is being delivered to Year 8 and 7;
- ensure 'shared language' for literacy terminology is employed across the Whole School (see Appendix);
- promote Teaching Strategies which support learning in literacy to all staff;
- encourage sharing of good practice; share effective strategies for embedding literacy across the curriculum as staff knowledge, understanding and application of strategies increases.

### **Faculty and subject teacher responsibility:**

- create and regularly update a faculty literacy policy concerning the application of Literacy across the Curriculum within their own subject area, including how their subject pertains to increasing standards in literacy;
- ensure all members of staff within the Faculty are familiar with the specific literacy demands within their subject; identify strengths and areas for improvement and ensure these are acted upon through Faculty Action Plans/TIPS;
- use the agreed Whole School Strategies to teach literacy in their subject;
- tweak and develop strategies, where appropriate, to ensure literacy is embedded in teaching and relevant to learning;
- be aware of students who experience difficulties in literacy and employ a range of strategies to support these students;
- regularly review practice concerning literacy within the Faculty to ensure all students (including inclusive approaches) are catered for;
- track regularly and accurately the literacy progress of all students, particularly those identified as having a reading age significantly below 15.9 and / or an SAS of below 85;

- tutors will deliver literacy through the pastoral programme in their weekly timetabled slots.

As a result of good teaching in literacy, students should be able to:

**Communicate (speak and listen)**

- listen to and follow verbal instructions;
- form well-structured and formal responses to challenging questions and ask probing questions using appropriate language;
- explore and develop ideas through talking with, and listening to others.

**Spell/Access key vocabulary**

- identify subject-specific key words and understand the meaning of these;
- spell key words correctly;
- use key words in correct contexts when completing written tasks.

**Read**

- use specific reading strategies for specific purposes: skim for gist; scan for specific information; analyse for deeper meaning;
- read and follow written instructions;
- read, interpret, reformulate, question and challenge what they read to further own knowledge and understanding;
- read for pleasure.

**Write**

- plan written answers using information and idea gathering techniques (talk for writing; mind-mapping; question formulation technique);
- complete written tasks, adapting language (word and sentence level; structure) structure for specific purposes and audiences;
- proof read and re-draft their own and others' written work and make improvements.

**Inclusion:**

- High ability – Excellence for All: open-ended tasks encouraging thinking skills, development of ideas, inquiry, discussion and extended written responses;
- SEND – Students are taught in accordance with individual targets set by SENCO and inclusion team;
- closing the gap: specific cohorts (FSM, CLA, boys, SEND) will be tracked and analysed as separate cohorts to ensure their specific context does not negatively affect literacy and wider academic progress;
- EAL: students paired with students whose mother tongue is English; staff encouraged to engage EAL students by bringing their mother tongue into the classroom and using strategies for teaching a foreign language (word level, key phrases etc.).

### **Monitoring and evaluation**

Application of the Whole School Literacy Policy will be reviewed by rigorous and regular QA, including but not limited to:

- analysis of progress data;
- review of Faculty Statements of Practice and Action Plans/TIPs for Literacy;
- book sampling;
- learning walks;
- observations;
- student voice.

### **Glossary of terms**

**Phonics:** A method of teaching reading based on the sounds of letters, groups of letters and syllables.

**Phoneme:** any of the perceptually distinct units of sound in a specified language that distinguish one word from another.

**Grapheme:** All of the letters and letter combinations which represent a phoneme (e.g.) f, ph, gh for the phoneme /f/.

**Consonant:** a basic speech sound in which the breath is at least partially obstructed.

**Vowel:** a speech sound which is produced by comparatively open configuration of the vocal tract.

**Shared Language:** A set of common terms and definitions which the staff body will use when referring to literacy across the curriculum.

**Communication:** speaking and listening skills employed across the curriculum to enhance and develop literacy skills.

**Commentary / pole-bridging:** A self/peer assessment activity where students are filmed carrying out certain activities and then asked to describe and explain what is occurring and why when they watch the clip back.

**Active reading:** Providing a specific context or purpose to a piece of reading.

**Skim:** Reading a text for gist.

**Scan:** Reading a text for specific detail.

**Organising writing:** The process of planning a piece of writing to ensure a sound structure.

Writing for purpose: Writing a text for a specific function (e.g. persuasion).

Writing for audience: Writing a text for a specific group of people.

Talk for Writing: A process whereby students are encouraged to plan and organise a piece of writing through plotting their interpretation of a story, key words and dialogue which can be used to describe it.



The National Church of England Academy  
Marking symbols for spelling, punctuation and grammar

<u>Symbol (to be written in margin)</u>	<u>Function</u>
<b>Sp</b> and <u>word underlined</u>	Spelling error – correction given by teacher
<del>Oops</del>	Mistake: one line through errors
<b>P</b> and <u>word or words underlined</u>	Incorrect/missing punctuation
//	New paragraph needed
/\	Omission: a word/letter/number is missing
<b>Cap</b> <b>n</b> ottingham is a town.	Incorrect case on letter (upper/lower)
<b>WW</b>	Wrong word (incorrect homophone e.g. which and witch)
<b>Exp</b>	Expression: sentence does not make sense
<b>Inf</b>	Language is too informal for purpose