

UNIVERSITY ACADEMY
HOLBEACH



UNIVERSITY OF
LINCOLN

The University Academy Holbeach

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Whole School Literacy Policy

Adopted: March 2018
To be reviewed every two years
Review date: March 2020

1. Purpose of this policy

This policy sets out:

- Aims for whole school literacy within the Academy.
- Guidance to inform good practice in whole school literacy amongst all Academy departments and staff.
- The kind of teaching and learning that will support the raising of standards in literacy across the curriculum. This consists of general as well as specific expectations that can impact the literacy development of all pupils in the classroom.
- Additional key elements in the Academy's commitment to raising standards through literacy across the curriculum

2. Aims

Literacy can be defined as the ability to communicate effectively using language and includes the core skills of reading, writing and speaking and listening. It also includes the ability to use new technologies effectively in this process. Literacy is an essential component of effective learning.

By promoting and supporting pupil literacy across the whole curriculum, the Academy aims to:

- Develop the ability of all pupils to communicate effectively
- Develop the reading, writing and speaking and listening skills of all pupils
- Raise the achievement and attainment of pupils in the Academy regardless of ability
- Prepare pupils effectively for further education (post-16) or the world of work
- Encourage in pupils a love of learning beyond the boundaries of the classroom

Four important aspects of literacy hold special importance within the Academy environment:

- The spoken word including listening
- The literary imagination
- Reading and writing for information and non-fiction
- Improving the literacy of all pupils who fall below expected norms

The development of literacy within the Academy needs to take account of all aspects of literacy learning with the recognition that good literacy is learned in many different ways and through all subjects. It also needs to take account of the differing needs of both ability and age, from those who are struggling to learn to read to those whose skills challenge us as teachers to give of our very best.

3. A Whole-School Approach

For Departments, the improvement of literacy within each subject has considerable benefits:

- Literacy supports learning. Pupils need vocabulary, expression and organisational control to cope with the cognitive demands of subjects.
- Reading enables us to learn from sources beyond our immediate experience.
- Through language we express and discover meaning.
- Writing helps us to sustain and order thought.
- Responding to higher order questions encourages the development of thinking skills and enquiry.
- Better literacy leads to improved self-esteem, motivation and behaviour. It allows pupils to learn independently.

In raising the attainment of learners in literacy who are most at risk of not gaining the skills they need for success, the following factors are important:

- teachers with **high expectations** for pupils' achievements in literacy
- an emphasis on speaking and listening skills from an early age
- a rigorous, sequential approach to developing speaking and listening and teaching reading, writing and spelling through systematic phonics¹
- sharp **assessment** of progress in order to determine the most appropriate programme or support
- carefully planned provision to meet **individual needs**
- rigorous **monitoring** of the impact of provision
- high-quality **pastoral care** to support learning in literacy
- highly effective use of time, staff and resources²

Clearly the English department have a special role to play in developing pupil literacy. However, the wider development and fostering of pupil literacy is the responsibility of all departments and teachers irrespective of subject.

4. Ethos

The Academy is committed to creating a love of reading amongst its pupils, as well as a love of learning both in and out of the classroom. In order to foster this, all subjects have an important role to play in encouraging reading amongst all pupils and in supporting the planning and delivery of all lessons to effectively engage learners. Both the English curriculum and the other subjects need to work in partnership with children and their parents to promote excellence in all aspects of literacy including the spoken and written word as well as the use of new technologies.

Staff training and the use of the new Learning Resource Centre both have an important role to play in this, as do the development of cross-phase links to both feeder Primary schools and to the University of Lincoln. Adequate intervention based on rigorous monitoring and assessment will also contribute to creating a climate of aspiration, as well good pastoral care and support offered by all staff but especially by Learning Coordinators and Learning Mentors.

5. The Literacy Team

The Literacy Team is responsible for developing the Literacy Action Plan and working towards its realisation over time. The Literacy Team currently consists of:

¹ Synthetic phonics is defined as the explicit teaching of letter and sound relationships in the teaching of reading.

² *Removing Barriers to Literacy* Ofsted 2011.

- Stephen Milne (Assistant Principal/SENCO and Team Leader))
- Lesley Smillie (Assistant Principal/SENCO)
- Ben Read (Senior Teacher)
- Katie Masters (Fresh Start Manager)
- Identified members of other Departments

Each department should nominate one member of staff to support the development of literacy in their subject areas by working with the Literacy Team.

The purpose of the Literacy Team is:

- To develop a shared vision of literacy in the Academy
- To initiate and lead literacy development throughout the Academy including for example the appointing of Literacy Mentors amongst pupils
- To update and review the whole-school literacy policy as appropriate
- To drive good practice in the teaching and learning of literacy and within departments
- To develop good practice in the monitoring and evaluation of literacy in the Academy
- To advise staff on good practice resources and methodology
- To help organise staff training
- To organise literacy events in the Academy
- To communicate literacy goals to staff
- To involve external advisors in the process

6. Reading

In order to support pupils in their reading developments, Departments will:

- Select texts that are appropriate to the age and ability of pupils in order to facilitate access to learning
- Provide examples of keywords to pupils to learn and discuss to enable pupils to understand key concepts and how to apply them in speaking and writing
- Ensure that schemes of work indicate where reading takes place and how it can be supported
- Encourage independent reading by pupils in their own subject areas
- Ensure that literacy is a feature of all lessons and homework

Heads of Department are responsible for the monitoring how reading is supported in subject lessons through lesson observation, learning walks and the reviewing of schemes of work and lesson plans. Where appropriate, further support can be made available for Departments through the school CPD programme and Literacy Team (see below).

Teachers will:

- Ensure they are aware of and understand pupil levels/ages of reading where appropriate to providing support with reading in lessons
- Where appropriate use the 44 sounds taught by the Fresh Start programme to help pupils on the programme to sound out words when reading
- Indicate pupil levels of reading and spelling ability/age on their registers where pupils receive additional support such as through the Fresh Start initiative
- Where appropriate differentiate texts according to pupil reading ability

- Where possible ensure that texts are presented clearly to pupils by, for example using non-serif fonts such as Comic Sans, Arial or Berlin Sans FB.
- Encourage pupils to read aloud in lessons to practice and develop fluency with a wide range of texts
- Support pupil comprehension by asking text-related questions to pupils while or after reading
- Provide opportunities to ask higher-order questions to pupils about text such as 'why' or 'how' questions to support analysis and evaluation of text
- Support pupil reading by where appropriate identifying new or potentially difficult key words in texts for pupils to learn and discuss, if necessary prior to reading
- Display common subject-specific key words in classrooms
- Encourage the development of literacy through discussion of language and the origins of words and connections, including those which are cross-curricular
- Encourage and support pupils' use of skimming and scanning as techniques for identifying key information in texts as well as whole text meaning and purpose
- Where appropriate encourage the use of annotation and/or forms of text marking so that pupils develop skills of close reading where possible
- Encourage pupil use of dictionaries and thesauruses as literacy tools when approaching texts for the first time
- Where appropriate use a range of techniques to support pupil learning from text such as table completion, cloze activities or other simple procedures to structure pupil access to text
- Mark pupil work according to the Whole School Marking Policy which includes marking for literacy.
- Seek advice and ideas in supporting literacy in their subject areas.

Form Tutors will:

- Read selected fiction with pupils in identified KS3 tutor periods weekly
- Read selected non-fiction articles with pupils in identified KS4 tutor periods weekly
- Support the Accelerated Reader programme during Form periods by giving pupils time to read during the school day.
- Where appropriate discuss reading with their forms and/or individual pupils to encourage engagement and enjoyment.

Form tutors can discuss form reading activities with any member of the literacy team and/or Mr Read who is responsible for the allocation of reading materials for identified form periods at KS3 and KS4.

7. Writing

In order to support the whole-school development of pupil writing skills, Departments will:

- Ensure that schemes of work include adequate and regular opportunities for pupils to complete extended writing tasks. Extended writing means writing for

a specific purpose that demands the use of continuous prose organised into paragraphs. It may include for example:

- Formal letter
 - Science Report
 - Historical essay
 - Physical Education Evaluation
 - Religious Education discussion
- Ensure that schemes of work include opportunities for pupils to complete extended writing on a range of different purposes related to the subject
 - Ensure that schemes of work include reference to the kinds of support offered to support pupil writing in subject lessons

Heads of Department are responsible for the monitoring how writing is supported in subject lessons through lesson observation, learning walks and the reviewing of schemes of work and lesson plans. Where appropriate, further support can be made available for Departments through the school CPD programme and Literacy Team (see below).

Teachers will:

- Support pupil writing by regularly setting opportunities for extended writing in their subjects
- Teach key words linked to their subjects in order to foster comprehension and accuracy
- Encourage pupils to plan using spider diagrams, lists or notes and where appropriate draft extended writing to improve the quality of their work
- Promote high standards of presentation in pupil work by for example expecting pupils to write neatly and legibly and to underline all headings.
- Where appropriate, encourage pupils to work together to discuss ideas and plans for writing as well as to work independently
- Encourage pupils to proof-read their work regularly
- Encourage pupils to use dictionaries and thesauruses when writing
- Encourage the use of good standard English in writing, unless this is specifically not required (e.g. in a transcript of a conversation)
- Where appropriate, model the writing process to students to help students understand that writing is both complex and not necessarily linear
- Where appropriate support pupil use of connectives in their writing e.g. for comparison
- Where appropriate support pupil use of and reinforce the importance of topic sentences to create fluency and cohesion in their writing
- Where appropriate, provide writing frames to scaffold pupil writing on the understanding that for some pupils these can be restrictive and can lead to 'writing-by-numbers'
- Regularly mark pupil writing according to the whole school marking policy especially with reference to subject-specific terminology
- Ensure they spell correctly when marking pupil work

8. Handwriting

Good handwriting and presentation is an important aspect of literacy as it relates to the ability to communicate clearly. To enable students to become fluent in handwriting and presentation, Departments and staff should ensure that they:

- Expect good presentation in pupil written work
- Highlight poor handwriting to pupils to encourage clearer and more legible handwriting
- Monitor pupils' use of pens to ensure that pupils use adequate pens for written responses (e.g. black or blue biro or fountain pen)
- Support this by modelling good presentation in their own written responses to pupils and in their use of the whiteboard as far as possible
- Highlight specific pupils with problems in handwriting to members of the literacy team to enable further intervention to be put in place such as attendance at Handwriting Club

By working together, staff can raise expectations for good handwriting to enable pupils to write clearly and well for the purposes of good communication.

9. Speaking and Listening

Good speaking and listening provides many opportunities for pupils to develop and consolidate learning and Departments should ensure that they:

- Create regular opportunities in their schemes of work for pupil speaking and listening of both formal and informal kinds. Formal opportunities might include:
 - Presentation to a group or class
 - Role play
 - Group work with identified roles
 - Demonstration of learning to a group or class

Informal opportunities can occur frequently and might include:

- Pair discussion of a topic
 - Group work to plan a topic or activity
 - Question and answer session as a whole class
- Identify ways in which pupils can learn through talking and indicate these in schemes of work
 - Identify in schemes of work where pupils could use talk to clarify, explain or justify their ideas
 - Identify in schemes of work where pupils can use talk for a range of different purposes such as to narrate, analyse or explain

Teachers will:

- Provide adequate opportunities for pupils to learn through talk through both structured formal tasks and through less structured informal tasks
- Provide where appropriate opportunities for pupils to talk about reading and writing in their subject including the processes of both
- Ensure that pupils have opportunities to talk about key words and specialised vocabulary to help them internalise learning
- Where appropriate use questioning to promote discussion of learning as a whole class and amongst different groupings of pupils
- Where appropriate encourage higher-order questioning amongst pupils by their own questioning in order to promote engaged talk in lessons

- Where possible, give pupils opportunities to listen to good standards of spoken English
- Monitor their own use of talk in lessons to model good standard English to pupils through the correct use of language and pronunciation unless a specific activity requires otherwise (e.g. drama or role-play)

10. Literacy and Technology

The use of technology by pupils in the Academy offers many opportunities for the development of literacy skills. Pupils have access to computers, iPad and Chromebooks according to which year group they are in. Teachers can take advantage of this technology by promoting their use in literacy activities so that pupils can extend their reading and writing skills. Examples might include:

- The use of iPads or Chromebooks for reading e-texts
- The completion of note-taking or extended writing using an iPad or Chromebook
- The development of presentation skills through internet access and the use of a variety of apps on an iPad or Chromebook
- The completion of extended research and revision through technology
- Access to textbooks and worksheets created for lessons by staff through the Academy VLE
- Support for homework completion through the use of the internet and/or reading and writing

All of these means should be promoted by teachers to support the development of pupil literacy in the Academy.

For some pupils, such technology provide opportunities to support their learning where they have a particular need. Some pupils, for example, may use an electronic keyboard to write during lessons to support their handwriting or may use text-to-speech technology to support their reading skills. Teacher can discuss pupils with particular needs and how they may be supported through technology with member of the literacy team.

11. Literacy Intervention

Where pupils have been identified by early-entry testing in Year 7 or otherwise to need additional support in literacy, the Academy will provide a number of possible interventions to support the development of pupil basic skills. These include where appropriate:

- The Fresh Start (Read, Write Inc.) initiative for pupils in Years 7, 8 and 9
- A Reading Buddies scheme involving pupils reading regularly with a Reading Mentor from either KS4 or KS5
- Additional mentoring in reading by staff allocated during registration and at other times to support pupils on a one-to-one or small group basis
- One-to-one or one-to-few teaching of basic skills by a dedicated one-to-one specialist English teacher or Literacy Assistant
- Attendance at Handwriting Club in the Student Support Suite during morning registrations
- Saturday school and intervention classes for KS4 students with literacy weaknesses

The Academy also runs the Accelerated Reader scheme to support the development pupil reading and all staff can contribute to its success by encouraging its use by pupils in their classes or form groups.

Where staff are concerned about the literacy needs of particular pupils, these should be communicated to either of the Academy SENCOs so that the appropriate intervention can be allocated as appropriate.

12. Monitoring the Teaching and Learning of Literacy

Heads and Department are responsible in the first instance for monitoring how literacy is being supported in their subject areas. This should be carried out through the normal processes of lesson observation, work scrutiny and learning walks. Regular discussion with department members should give some priority to literacy issues in the subject area and to promoting good practice within departments.

Support in relation to literacy can and should be sought where needed through the Assistant Principal responsible for Literacy and/or the Literacy Team.

The SLT are also responsible for monitoring literacy across the curriculum through lesson observation, work scrutiny and learning walks. Extended writing will continue to be an ongoing focus for observation and work scrutiny given the high demand that recent changes to examination structures have imposed upon students.

13. Whole School Marking Policy

This policy is available for all staff on the shared network area. All staff are expected to adhere to its principles within their subject areas to support literacy across the curriculum.

14. Training and Development

The Assistant Principal (Literacy) and the Literacy Team are responsible for providing a high standard of staff training in the development of pupil literacy across the curriculum. This should include teaching and learning strategies to support for example:

- Developing pupil extended writing
- Reading and writing non-fiction
- Teaching basic reading strategies like skimming and scanning
- The development of pupil oracy
- The use of writing frames
- Spelling and vocabulary development
- Reading for information
- Making notes and planning
- The use of the LRC

15. The Learning Resource Centre

The Academy building contains a two-level Learning Resource Centre. This facility is central to the development of literacy in the Academy and provides many opportunity to support pupil learning in literacy. The LRC is committed to providing:

- A positive atmosphere in which reading and study can take place without interruption or disturbance
- Effective resources to support pupil literacy and learning including fiction and non-fiction as well as e-readers for pupil use
- An imaginative and pupil-friendly approach to the organisation of resources that encourages pupil enjoyment and engagement with reading
- Support for staff and pupils in using the LRC resources on a daily basis
- Pupil participation in the annual 'booked up' scheme
- Support for further opportunities for pupil participation in literacy schemes such as the annual 'Readathon'

16. Pupil Entitlement

Where pupils cannot access the curriculum because their literacy skills do not allow this, they have an entitlement to interventions that will support their development and that enable them to gain better access to learning at the Academy. The Special Needs Department have the primary responsibility to ensure that pupil entitlement is addressed by the Academy but all staff have a role in identifying forms of entitlement including literacy needs. Where these have gone previously unidentified, they should be reported to either of the Academy SENCOs so that suitable intervention can be put in place.

This applies in particular to pupils in receipt of the Pupil Premium i.e. those who are entitled to Free School Meals, are Looked After Children or have a parent or carer in the Armed Forces. The Academy is accountable for how the pupil premium is used to support the academic attainment and achievement of these pupils. All staff are expected to:

- Know which pupil premium pupils they teach
- Identify how they can be supported to achieve in their subject
- Where this is an issue, discuss their literacy needs and how these can be supported with either their departments or members of the Literacy Team

17. The Role of Parents and Carers

Parents have an important role to play in supporting the development of pupil literacy both at home and at school. Where appropriate, subject staff may wish to discuss how parents can support reading and writing in their subjects with parents either:

- At parents' evenings
- By telephone where a specific issue arises

The Fresh Start Manager will provide meetings to support parents of pupils on the Fresh Start initiative in helping their children at home with both reading and writing skills. Parent volunteers may also wish to support struggling readers in the Reading Mentors scheme within the Academy.