



## **Literacy Policy**

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<b>Approved / Adopted by Governing Body:</b>	
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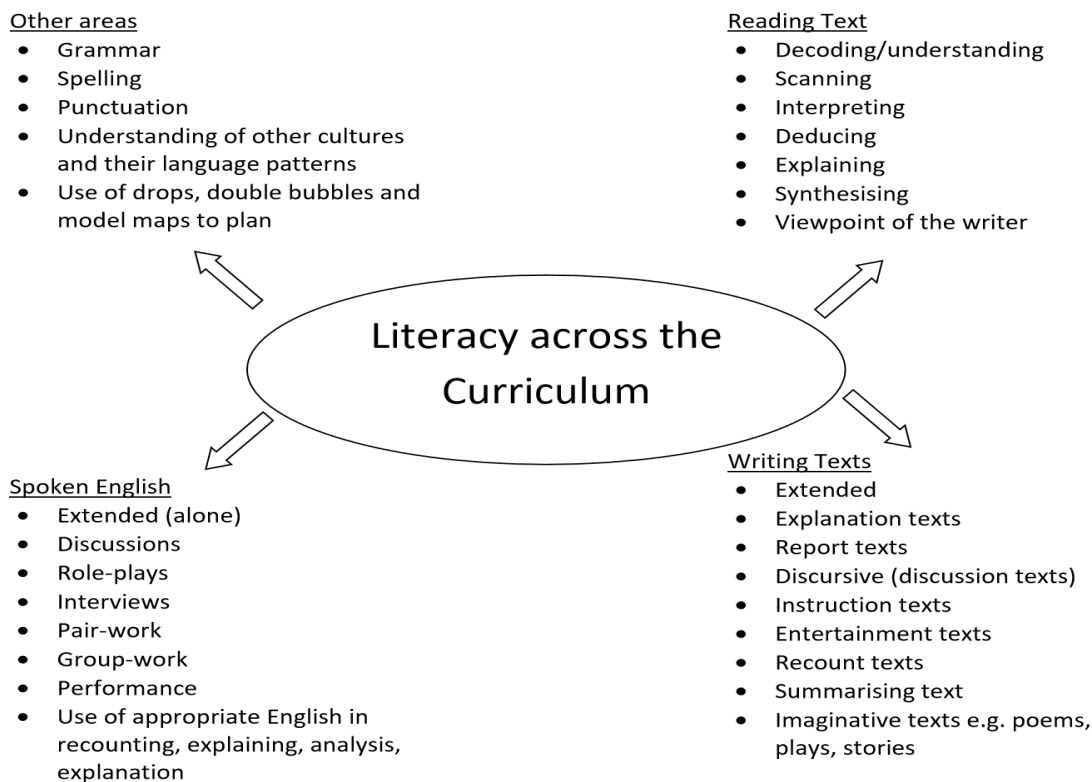
# Literacy

## Mission Statement

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

One definition of literacy is, "The ability to use language effectively." This means that all parts of language are important, including the need to be able to speak, listen, read and write as well as possible. Significant emphasis is placed on reading and writing in this policy however, pupils also need to hone their listening and speaking skills, they can do this if, as a school, we ensure pupils are afforded opportunities for it to happen. In each subject area there are opportunities to develop and use these skills. Becoming functional in a language means that a person can use all four areas competently and use language in an appropriate way in varied situations. Longfield will work closely with Northwood Academy (who have been judged as outstanding for literacy provision) to develop the best possible teaching and resources for our pupils.

Below is an indication of how the teaching of literacy can be supported across the whole school.



## **Foci for 2020/21**

### **Reading**

The school will use the 'Accelerated Reader' programme to promote a love of reading among pupils in Key Stage 3, to be able to monitor their reading and to reward pupils who hit reading targets.

Key Stage 3 pupils have a literacy session once a fortnight during English lesson time where they will use Accelerated Reader. Accelerated Reader runs for the whole of Key Stage 3 and pupils' reading during this time will contribute towards their progress on this scheme. English staff lead this reading session by either reading and letting pupils follow or allowing pupils to read around the class. It is also vital that pupils read for 20 minutes a day in their own time.

Reading ages, generated by STAR reading tests which are taken three times a year, are recorded on ClassCharts and SIMS and staff are expected to differentiate materials accordingly to meet pupil needs and support pupils where appropriate. This will be monitored in a regular whole-school book scrutiny and via learning walks. Pupils are actively encouraged to make progress through incentives in the rewards programme which recognises pupils who hit their targets every term and allows them to enter a prize draw every time they pass a quiz on a book. Reading ages are reported to parents termly.

There is a library situated in the English Department that is open daily from 8.15am to 4.00pm for borrowing books or quiet reading. Pupils can read their own books if they are registered on the Accelerated Reader system but they must successfully complete the quiz on that book.

### **Vocabulary and Spelling**

Longfield Academy will focus on introducing and embedding new vocabulary for all pupils in Years 7-10, through a structured programme that will include the use of Friday form time sessions, English lessons and all departments across the school.

The vocabulary introduced will be 'tier 2' (rationale for this is given below) academic words alongside subject specific vocabulary (identified as a priority by departments) and exam command words. 10 new words will be introduced each Friday and tested the following Friday. Half termly tests also will take place to ensure the knowledge of vocabulary is embedded and secure.

Where words have multi-meanings, we will only teach one meaning at a time. However, we will reference other meanings if needed.

To ensure the vocabulary is embedded each week there will be resources available for all staff to use which follow the template used by the English Department and explores the etymology of the word, synonyms, antonyms and the word in use.

New word lists, along with the associated resources, provided by the Literacy Leader, will be introduced during Friday form time and an assessment on the words from the previous week will take place. (This assessment will involve all pupils from Years 7-9 Completing a test in form tutor books with scores recorded in pupil planners. Half termly tests will be recorded on SIMS and results reported to parents.)

The correct spelling and the use of key words in Department areas are essential in ensuring the best outcomes and progression of pupils within a subject.

### **Drafting – Redrafting and Re-reading Work**

Pupils may be asked to redraft work, usually following a marking token, in order to make improvements identified by the teacher and to correct Spag errors. SPAG is the national education term used for all things relating to spelling, punctuation and grammar.

### **Marking of Spag**

All departments will mark at least one piece of extended work for SPAG every half term. This will be monitored in a regular half term book scrutiny. SPAG marking will be done using the following codes and there must be evidence of pupils responding to this marking, using purple pen, in the ways indicated below.

**SP**- Correct spelling to be written 3 times.

**//**-If extended purple pen work follows paragraphs need to be used.

**Circle**-The error must be corrected in purple pen.

**!**-Full sentence written again with punctuation changes made.

**V**-Write the new vocabulary in purple pen

### **Writing extended responses to questions**

In order to ensure consistency across the curriculum, pupils will be encouraged to answer extended questions using 'PEAL' paragraphs in all department areas. Subjects may have slight variance on this acronym to ensure pupils fulfil the criteria set by departments. For the majority this stands for Point, Evidence, Analysis and Link. This is a structure devised by Middle Leaders in collaboration to bring about whole school improvement.

### **Speaking**

#### **Academic Talk.**

At any time, during any lesson, a teacher can ask for a meaning or example of the vocabulary in use and this must be given using academic talk. Colloquialisms will be corrected by staff.

## **Literacy Intervention Groups**

Pupils who need extra support to be able to develop the key literacy skills they need to be successful in the future, and to help them access the curriculum at Key Stage 4, are identified through standardised scores, CAT tests and baseline assessments at the start of Key Stage 3. These small groups of pupils are taught by a Literacy specialist teacher for all their English and Humanities lessons and are given access to a range of intervention strategies. These groups are reviewed on a termly basis and are also available for pupils in Years 8 and 9.

## **Roles and Responsibilities**

### **Pupils**

- Take increasing responsibility for recognising their specific needs in relation to Literacy and making appropriate improvements by responding to feedback
- Pupils have a motivation to improve their literacy through the rewards programme
- Use all Literacy initiatives at Longfield, including those focused on vocabulary, reading, writing and spoken language, to improve and make progress

### **Parents / Carers**

- Encourage their child to use the range of strategies they have learned to develop their use of literacy
- Encourage wider independent reading
- Where appropriate, attend Literacy parent / carer support sessions at the school to identify ways of supporting their child

### **Governors**

- Specified governor responsible for literacy who endeavours to attend all appropriate training and CPD sessions associated with literacy

### **Librarian**

- Develops an exciting and vibrant learning environment where pupils are encouraged to foster a love of reading
- Supports literacy intervention in class and in small groups including 'Fresh Start' intervention.
- Leads a calendared programme of events in the library over the year
- Develops library use by all faculties in the school
- Displays key words around the Academy

- Produces year group specific Reading lists

### **ALL Teaching Staff**

- In accordance with Teacher Standards, teaching staff demonstrate an understanding of, and take responsibility for, promoting high standards in relation to articulation and the correct use of Standard English, ensuring skills relevant to the subject are taught explicitly to enable pupils to make expected progress
- Meet pupils' individual needs
- Ensure that marking of literacy appropriate to their faculty and whole school requirements are carried out

### **All Staff**

- Promote high standards of language use at all times

### **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 measurable literacy levels of all pupils in the school and reports to SLT and Governors on a regular basis about progress
- Leads on CPD needs in relation to literacy
- Supports faculties in the implementation of a weekly vocabulary enrichment programme and encourages departments to learn from each other's practice by sharing ideas
- Coordinates learning walks/work scrutiny with a literacy focus

### **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 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

### **To Improve Provision Across the School the Literacy Policy Will:**

- Introduce and embed new vocabulary to learners in a structured way, incorporating reading, writing and speaking and listening
- Seek to improve the provision for independent reading for pupils
- Introduce and embed the use of 'Academic Talk' throughout the school
- Offer support to all adults associated with the school through CPD sessions and Parents' Evenings
- Regularly promote literacy activities in form time
- Review this literacy policy annually
- Promote all aspects of literacy through rewards

### **1. Marking**

Staff will be expected to mark with a literacy focus (Spag) for at least one piece of extended writing every half term using the Longfield marking stamps.

### **2. Intervention Strategies**

A range of intervention strategies will be used to support identified pupils to improve skills. These will include:

- Functional Skills classes
- Fresh Start phonics programme
- Accelerated Reader
- Parental support

### **3. Fresh Start:**

Fresh Start is a phonics-based programme that allows secondary school pupils who are struggling readers to access the curriculum at Longfield. Pupils are identified through KS2 information along with the results of the reading age tests taken at the start of Year 7.

#### **4. Parental Support:**

Parents / carers will be offered open evenings to explain the following (where needed):

- Fresh Start intervention
- Academic Talk
- Structured vocabulary programme
- Accelerated Reader Programme

#### **5. CPD Opportunities**

All staff will receive training in CPD linked to expectations upon staff, how to encourage progress in literacy within their subject areas. They will also receive CPD about the structured vocabulary programme.

#### **6. Debating Clubs**

Debating clubs to be set up for Years 7 and 8 as well as Years 9 and 10. These will be lunch time clubs and lead towards competition.

#### **Rationale for Teaching Tier 2 Words**

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 specialised 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 specialised, 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 antisestablishmentarianism.