



## Whole School Literacy Policy

This policy will be reviewed biennially by the strategic development committee of the governing body.

Date of last review: Summer 2018

Date of next review: Summer 2020

### Rationale:

We recognise that literacy skills are essential for young people to fulfil their potential in school and throughout life. We believe that every teacher is a teacher of literacy, regardless of their specialist subject. Literacy underpins the school curriculum by developing students' abilities to speak, listen, read and write for a wide range of purposes, using language to learn and communicate, to think, explore and organise. Helping pupils to express themselves clearly verbally and in writing enhances and enriches teaching and learning in all subjects. All departments and all teachers have a crucial role to play in supporting pupils' literacy development. Teachers are expected to know the literacy barriers for all students in their groups and adapt their teaching accordingly. Across the curriculum, every opportunity is explored to promote the highest standards of reading, writing and communication.

### Aim:

At Carlton le Willows we believe that we should provide everybody with the literacy skills and opportunities to achieve their potential. The Academy has a clear approach to supporting the development of literacy skills.

### Roles and responsibilities:

Who and what...	How?
<p><b>Lead practitioner for literacy development:</b></p> <ul style="list-style-type: none"> <li>• Devising and implementing the literacy strategy.</li> <li>• Devise and implement separate quality standards for: <ul style="list-style-type: none"> <li>➢ Reading</li> <li>➢ Writing</li> <li>➢ Spoken language</li> <li>➢ Spelling</li> </ul> </li> <li>• Offering support to HoDs with departmental plans and contributing to the whole school action plan as necessary</li> <li>• Leading CPD for literacy, ensuring all staff have the understanding, skills and resources to promote literacy in their subject areas and are able to accelerate the progress of all students, but particularly disadvantaged and especially disadvantaged boys levels of literacy.</li> <li>• Contribute to the monitoring and evaluation of literacy across the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• Review the policy annually.</li> <li>• Liaise with CPD lead and HoDs to plan and lead appropriate CPD.</li> <li>• Disseminate relevant and appropriate information, strategies and pedagogy to all staff to support the teaching of literacy including contributing to whole school Teachmeets with a literacy angle.</li> <li>• Liaise with the librarian and English department to promote extra-curricular opportunities for literacy including World Book Day and National Poetry Day.</li> <li>• Managing and complete learning walks for quality assurance and to review whole school progress.</li> </ul>

<ul style="list-style-type: none"> <li>• Promoting and creating positive roles for disadvantaged students, especially disadvantaged boys, to become leaders of literacy.</li> <li>• Creating a reading culture across the school.</li> <li>• Ensure that pupils are offered appropriate literacy intervention where necessary through regular analysis of data alongside consultation with the TLR holder for disadvantaged student progress in English.</li> <li>• Devise, implement and modify as necessary a Guidelines for Literacy Booklet which will include information regarding the transition from KS2 to KS3 and will include: <ul style="list-style-type: none"> <li>➢ Pupils' KS2 scores</li> <li>➢ Exemplars of levelled writing/literacy</li> <li>➢ Teaching ideas for staff to assist the teaching of whole school literacy.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Assess all pupils upon entry for reading their skills through the use of Lucid.</li> <li>• Devise and create targeted literacy 'Splash Days' in order to promote the importance of literacy to students and staff.</li> <li>• Over-see literacy intervention across the school.</li> <li>• Provide opportunities for students to lead literacy, for example reading paired support and transition.</li> <li>• Ensure staff voice from a range of subjects promotes the development of whole-school literacy through each department having a named representative who will liaise with the lead practitioner for literacy development.</li> <li>• Liaise with feeder primary school literacy leads, in particular NPS, to development literacy transition projects.</li> </ul>
<p><b>Senior staff department line managers:</b></p> <ul style="list-style-type: none"> <li>• Review the implementation of the whole school two-year literacy action plan and liaise with the lead practitioner for literacy development to ascertain how elements of literacy have been delivered by departments they line manage.</li> </ul>	<ul style="list-style-type: none"> <li>• Attend departmental meetings.</li> <li>• Review and evaluate action plans and their impact with HoDs.</li> <li>• Alongside HoDs, oversee quality assurance of literacy in departments through learning walks and work sampling.</li> </ul>
<p><b>Heads of department:</b></p> <ul style="list-style-type: none"> <li>• Ensure that the department is following the Whole School Policy and that there is a consistency of expectations within each of the department.</li> <li>• Ensure that all substantial texts used within the department are matched to students' reading ages and all teaching staff are made aware of this.</li> <li>• Integrate marking for literacy into department policy.</li> </ul>	<ul style="list-style-type: none"> <li>• Review, evaluate and update the departmental literacy action plan on a regular basis.</li> <li>• Monitor the impact of the action plan within the department through lesson observations and work scrutiny.</li> <li>• Oversee quality assurance of literacy in departments through learning walks and work scrutiny in line with Academy Policy.</li> </ul>
<p><b>SENCO:</b></p> <ul style="list-style-type: none"> <li>• Devise a programme of individualised study and report on progress of SEN students, sharing progress with parents and class teachers.</li> <li>• Ensure that teachers of SEN students are aware of the profile of pupils with additional processing needs.</li> <li>• Target students on entry to the school who have a sub 90 SATs score and create a programme of additional support.</li> </ul>	<ul style="list-style-type: none"> <li>• Share strategies of how to assist students with processing needs to enable staff and parents to their literacy skills.</li> <li>• Disseminate the progress data of SEN students to staff and parents regularly so that new strategies can be adopted to ensure these students continue to make progress.</li> <li>• Create more generic student profiles for students with processing needs</li> </ul>

<ul style="list-style-type: none"> <li>• Liaise with the lead practitioner for literacy development to regularly assess the literacy levels of students with processing needs.</li> </ul>	<p>who have a 90-100 SATs score for staff to access.</p> <ul style="list-style-type: none"> <li>• Ensure that staff are aware of the individual needs of students through liaising with departmental SEN link representatives and ensure that there are timetabled meetings to discuss</li> </ul>
<p><b>Librarian, through liaising with the lead practitioner for literacy development:</b></p> <ul style="list-style-type: none"> <li>• Offer support to teaching staff where appropriate.</li> <li>• Run events and initiatives to promote a love of reading and writing.</li> <li>• Provide support for pupil private study.</li> </ul>	<ul style="list-style-type: none"> <li>• Support classes through organising research materials.</li> <li>• Create enrichment opportunities to develop the reading culture across the school, for example book fairs, the Carnegie Challenge, The CLW Reading Challenge, The Year 6 Summer Reading and author visits.</li> <li>• Promote reading across the school, selecting texts appropriately and ensuring that the learning environments of the LRC does this.</li> <li>• Assist the English department with Booster classes in Year 7 and Year 8.</li> <li>• Promote reading at Key Stage 3 through the Author Study in which LRC lessons will be timetabled throughout the academic year for all Key Stage 3 English classes to tackle the studies.</li> <li>• Coordinate the KS3 Reading Pairs programme.</li> </ul>
<p><b>Teaching staff:</b></p> <ol style="list-style-type: none"> <li>1. Use strategies to appropriately challenge and support all pupils, including students with specific literacy needs.</li> </ol> <ol style="list-style-type: none"> <li>2. Follow the departmental action plan and whole school literacy strategy. <ul style="list-style-type: none"> <li>- Include literacy objectives in lesson planning where appropriate.</li> <li>- Use appropriate strategies to support reading, writing, speaking and listening in class. Support should be explicit across the curriculum.</li> <li>- Ensure that opportunities and strategies to support literacy are incorporated into lesson plans.</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>• Use blue board markers.</li> <li>• Use pale coloured paper for worksheets.</li> <li>• Fonts such as Comic Sans, Segoe Print, Trebuchet or Calibri with a minimum font size of 12.</li> <li>• Staff to use the 'Guidelines for Literacy' booklet devised and implemented by the lead practitioner for literacy development.</li> </ul> <ul style="list-style-type: none"> <li>• Use writing skeletons and other resources where appropriate to help pupils structure written tasks.</li> <li>• Evaluate extended writing tasks for literacy using appropriate levels.</li> <li>• Ensure that texts used in class are of an appropriate level.</li> <li>• Utilise and adapt resources from the Guidelines for Literacy Booklet and Moodle to support and stretch students' speaking and listening, reading and writing.</li> </ul>

<p>3. Use data to ensure that resources and learning activities are differentiated accordingly.</p> <p>4. Encourage pupils to independently understand how they might improve their own writing, reading and speaking and listening. Encourage pupils to take a pride in their work through positive presentation</p> <p>5. Mark all work according to the academy marking and assessment policy, paying specific attention to the marking of disadvantaged student's work first.</p> <p>6. Be explicit with positive classroom discrimination to encourage disadvantaged students to answer questions in class, present their work and therefore have the opportunity to improve their literacy and oracy rates.</p>	<ul style="list-style-type: none"> <li>• To ensure that the learning environment in classrooms supports literacy.</li> <li>• Use the PROUD standard.</li> <li>• Follow the Academy marking and assessment policy. Mark for literacy using the SPAG (Spelling, Punctuation and Grammar) symbols. Provide Reflection Time for students to act upon literacy marking through the Purple Pens of Progress.</li> <li>• Ensure the students receive constructive feedback to allow them to evaluate their own literacy accuracy.</li> </ul>
<p><b>Form tutors:</b></p> <ul style="list-style-type: none"> <li>• Include literacy activities on the designated day each week.</li> </ul>	<ul style="list-style-type: none"> <li>• Oversee the Reading Box Challenge to encourage reading on one day a week.</li> <li>• Teach whole school literacy activities including reading for pleasure.</li> <li>• Promote Character Counts through facilitating talk and discussion in tutor time, varying pedagogy to ensure that all students contribute and are challenged.</li> </ul>
<p><b>HLTA:</b></p> <ul style="list-style-type: none"> <li>• Support teaching staff in the delivery of literacy objectives for students with a sub 90 SATs score.</li> <li>• Provide a more robust literacy intervention for pupils with a sub 90 SATs score.</li> </ul>	<ul style="list-style-type: none"> <li>• Deliver identified and measurable literacy programme for groups identified by the SENCO.</li> <li>• Feedback on progress and attainment from literacy intervention</li> <li>• Liaise with Head of English and Lead Practitioner for Literacy Development regularly.</li> </ul>
<p><b>Learning mentors and teaching assistants:</b></p> <ul style="list-style-type: none"> <li>• To improve literacy levels of small groups of pupils through planned intervention work.</li> <li>• To liaise with the Head of English, literacy lead practitioner and SENCO to identify target groups.</li> <li>• Meet with SENCO to discuss programme of individualised study and report on progress at the end of the programme, sharing progress with parents and class teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide targeted support and intervention for literacy for challenged readers.</li> <li>• Provide small group intervention directed by the teacher/SENCO,</li> <li>• Adapt and support differentiation for pupils within the classroom.</li> <li>• Promote and tutor pupils on dyslexia friendly ICT and processing strategies for example: Mind Mapping, Touch Typing, Read, Write, Gold, Dragon</li> </ul>

	<p>Dictation, Visual Stress Testing for Overlays</p> <ul style="list-style-type: none"><li>• Support class teachers by differentiating tasks.</li><li>• Give one to one support or small group support.</li></ul> <p><b><u>In class support</u></b></p> <ul style="list-style-type: none"><li>• Facilitating in the delivery of literacy objectives in lessons.</li><li>• Support literacy activities when working in the classroom or with individual pupils where appropriate.</li></ul>
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