

Literacy Policy

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Rationale

The development of an effective literacy skillset (that is, speaking, listening, reading and writing) is fundamental to the achievement of a rich and fulfilling life. We use these skills every day in order to communicate with, and make sense of, the world around us. As such, the better we are at these skills the more successful we can expect to be in life. At Hayle Academy we recognise that at the heart of improving literacy skills is the opportunity to practise them. Improving literacy and learning can have an impact on students' self-esteem, motivation, behaviour and attainment. It supports students with learning independently and is empowering.

Hayle Academy's curriculum is underpinned by developing students' abilities to speak, listen, read and write for a wide range of purposes, including using language to learn, communicate, think, explore and organise. Helping students to express themselves clearly, through development of vocabulary, both orally and in writing, enhances and enriches teaching and learning in all subjects and prepares the student for the GCSE and BTEC qualifications as well as life after school.

We believe that reading, and particularly reading for pleasure, has a direct impact on cognitive and social communicative development. Our aim is to develop each student's potential to the point where they are reading at, or above, their chronological age. We will quantify this development through the Accelerated Reader programme in years 7 and 8 and regular testing of reading ages.

Acquiring literacy is an empowering process, enabling millions to enjoy access to knowledge and information which broadens horizons, increases opportunities and creates alternatives for building a better life.

Kofi Annan (Seventh Secretary-General of the United Nations)

Aims

- Support students' learning in all subjects by supporting teachers to be clear about the ways in which their work with students contributes to the development of students' literacy skills.
- Increase students' standards of achievement in literacy and across the curriculum.

- Promote knowledge and understanding of the students' standards of achievement and assessment in literacy across the curriculum, and the identification of any areas of strength and weakness.
- Raise students' own expectations of achievement, thus raising standards and aspirations.
- Develop a shared understanding, between all staff, of the role of language in students' learning and how work in different subjects can contribute to and benefit from the development of their ability to communicate effectively both in school and in preparation for life.
- Recognise that language is central to students' sense of identity, belonging and growth.
- Develop students' confidence and ability to express themselves.
- Support the teaching and TA staff to implement effective literacy development and wider achievement across the school.

Key requirements of implementation

Reading - *reading helps pupils to learn from sources beyond their immediate experience and inspires them to acquire knowledge.*

- To create an environment where reading is promoted across the school.
- To provide time in school every week for year 7, 8 and 9 students to read. Years 7 and 8 will have 25 minutes in the Accelerated Reader programme every day. Year 9 will read in at least one registration each week.
- To support reading through a range of varied and appropriately differentiated reading resources.
- To promote and support reading in non-school hours.

Writing - *writing helps pupils to sustain and order thought.*

- To provide students with a range of challenging writing tasks.
- To provide students with real audiences and creative writing outlets where possible.
- To support writing with frames or scaffolds where appropriate, and use modelling, within subjects.

- To ensure grammar, spelling and handwriting are supported in all subjects.

Speaking and Listening -*language helps pupils to prepare, reflect, revise and evaluate the tasks they undertake, and on the things others have said, written or done.*

- To raise awareness of the importance of speaking and listening across the school.
- To encourage a more systematic approach to the use of speaking and listening tasks in all subjects.
- To support all departments and subjects in embedding speaking and listening within their area.

Promoting Literacy at Hayle Academy

At Hayle Academy, literacy across school is driven by the Head of Languages faculty with other heads of faculties. However, it is the collective responsibility of all staff in all curriculum areas to ensure that literacy is constantly addressed in order to improve standards and raise levels of attainment.

Responsibilities

- The Head of Languages will increase the profile of the school's vision for literacy.
- Teachers across the curriculum will take every opportunity to provide students with the knowledge, skills and understanding they need to read, write, speak and listen effectively.
- Teachers and/or learning support staff will provide additional scaffolding for students with identified literacy weaknesses.
- Opportunities will be given for the discussion of the implementation of strategies and the sharing of good practice.
- Parents should encourage their children to develop their literacy skills through encouraging reading for pleasure at home.
- Students will take increasing responsibility for recognising their own literacy needs and making improvements.

Speaking and Listening

All staff will:

- Lead by example, ensuring Standard English is used at all times and is expected in response.
- Challenge students when slang or inappropriate colloquialisms are used. Encourage the correct use of English in the classroom environment.
- Encourage students to correct their own speech when errors are drawn attention to.
- Create opportunities for talk in a range of contexts and forms: whole class discussion, small group discussion, paired discussion, individual contribution, role play etc.

Writing

All staff will:

- Model high standards of presentation. All work to be presented with the gold standards.
- Model pieces of writing where appropriate– don't assume that the student will know what structure or tone to employ. Use writing frames etc. to aid extended writing for those who need them.
- Promote punctuation, spelling and grammar within any writing task.
- Take every opportunity to expand vocabulary and range of expression. Be explicit about what vocabulary or key words you expect to find in any given piece of writing. The use of vocabulary bell tasks can often be a focus.
- Insist on the use of full sentences within writing tasks.
- Take opportunities for peer literacy marking, using the agreed corrections code. Focus on one or two aspects per opportunity e.g. are all key words spelled correctly?

Reading

All staff will:

- Provide opportunities for reading as a class, in groups and individually. Encourage reading aloud if appropriate to task.
- Encourage further reading around the subject.
- Set reading and research tasks as part of class work and/or homework focused on books/newspapers/online articles etc where appropriate.
- Promote skimming and scanning skills in lessons.

- Develop students' ability to locate and retrieve information; to select and interpret information; to collate supporting details within a text; to collate material from a variety of texts, including different types of text.
- Take every opportunity to promote the enjoyment of reading. Especially, ensure that the Accelerated Reader programme is always followed.

Marking

All staff will:

- Follow the Hayle Academy literacy marking policy when assessing students' work.
- Display the correction codes poster in their classroom.
- Underline mistakes and place appropriate symbols in the margin or next to the error. It is not policy to indicate every single mistake in students' work especially when marking work of students who have low levels of literacy in all areas of spelling, punctuation and grammar. Specific areas may be targeted in different assessments. Ensure that the student knows which particular literacy focus will be assessed beforehand e.g. The particular focus for this piece of writing will be the correct spelling of all key words and the correct use of paragraphs.
- Take opportunities to praise, either verbally or through marking, the effective and accurate use of literacy skills.
- Ensure marking for literacy is embedded into wider marking policy e.g. a literacy error could be a TI and should be referred to on STAR assessments.
- Utilise the self/peer marking of literacy with students marking their own or a partner's work with green pen.