



Whole School Literacy Policy 2016-2018

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

Date of last review: Summer 2016

Date of next review: Summer 2018

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 must understand 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>Literacy Coordinator:</p> <ul style="list-style-type: none"> • Devising and implementing the literacy strategy. • Offering support to HoDs with departmental plans as necessary. • Leading CPD for literacy, ensuring all staff have the understanding, skills and resources to promote literacy in their subject areas. • The monitoring and evaluation of literacy across the curriculum • Promoting student leadership of literacy. • Creating a reading culture across the school. • Ensure that pupils are offered appropriate literacy intervention where necessary. 	<ul style="list-style-type: none"> • Review the policy annually. • Liaise with CPD lead and HoDs to plan and lead appropriate CPD. • Disseminate relevant and appropriate information, strategies and pedagogy to all staff to support the teaching of literacy. • Liaise with the librarian and English faculty to promote extra-curricular opportunities for literacy. • Managing and complete learning walks for Quality Assurance and to review whole school progress. • Assess all pupils upon entry for reading their skills. • Over-see literacy intervention.

	<ul style="list-style-type: none"> • Provide opportunities for students to lead literacy, for example reading paired support and transition. • Ensure staff voice from a range of subjects promotes the development of whole-school literacy through the Literacy Steering Group.
<p>SLG – Line managers:</p> <ul style="list-style-type: none"> • Review the implementation of department literacy action plans with departments they line manage. 	<ul style="list-style-type: none"> • Attend departmental meetings. • Review and evaluate action plans and their impact with HoDs. • Oversee Quality Assurance of literacy in departments through learning walks and work sampling.
<p>Heads of Department:</p> <ul style="list-style-type: none"> • Ensure that the department is following the Whole School Policy and that there is a consistency of expectations within the department • Ensure that all substantial texts used within the department are matched to students’ reading ages and all teaching staff are made aware of this. • Integrate marking for literacy into department policy. 	<ul style="list-style-type: none"> • Review, evaluate and update the departmental literacy action plan on a regular basis. • Monitor the impact of the action plan within the department through lesson observations and work scrutiny. • Oversee Quality Assurance of literacy in departments through learning walks and work scrutiny in line with Academy Policy.
<p>Librarian:</p> <ul style="list-style-type: none"> • Offer support to teaching staff where appropriate • Run events and initiatives to promote a love of reading and writing • Provide support for pupil private study 	<ul style="list-style-type: none"> • Support classes through organising research materials. • Create enrichment opportunities to develop the reading culture across the school, for example book fairs, the Carnegie Challenge and author visits. • Promote reading across the school, selecting texts appropriately and ensuring that the learning environments of the LRCs do this. • Co-ordinating the use of Accelerated Reader for booster classes at Key Stage 3. • Promote reading at Key Stage 3 through the Reading Race and timetabled fortnightly LRC lessons for all English classes.
<p>Teaching Staff:</p> <ol style="list-style-type: none"> 1. Use strategies to appropriately challenge and support all pupils, including students with specific literacy needs. . <ol style="list-style-type: none"> 2. Follow the departmental action plan and whole school literacy strategy. 	<ul style="list-style-type: none"> • Use blue board markers • Use pale coloured paper for worksheets. • Fonts such as Comic Sans, Trebuchet or Calibri with a minimum font size of 12.

<ul style="list-style-type: none"> - Include literacy objectives in lesson planning where appropriate. - Use appropriate strategies to support reading, writing, speaking and listening in class. Support should be explicit across the curriculum. - Ensure that opportunities and strategies to support literacy are incorporated into lesson plans. <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.</p>	<ul style="list-style-type: none"> • Use writing skeletons and other resources where appropriate to help pupils structure written tasks. • Evaluate extended writing tasks for literacy using appropriate levels. . • Ensure that texts used in class are of an appropriate level • Utilise and adapt resources from the Literacy Boxes and Moodle and strategies from the Literacy Toolkits to support and stretch students' speaking and listening, reading and writing. • To ensure that the learning environment in classrooms supports literacy. <ul style="list-style-type: none"> • Use the PROUD standard. • Follow the Academy marking and assessment policy. Mark for literacy using the SPAG (Spelling, Punctuation and Grammar) symbols. Provide DIRT time for students to act upon literacy marking through the Purple Pens of Progress.
<p>Learning mentors:</p> <ul style="list-style-type: none"> • To support small groups of pupils in intervention work. • To liaise with the Head of English, literacy lead practitioner and SENCO to identify target groups. 	<ul style="list-style-type: none"> • Reading overlays for pupils with dyslexia • Training in mind mapping or touch typing as appropriate. • Provide targeted support and intervention for literacy for challenged readers.
<p>Form Tutors:</p> <ul style="list-style-type: none"> • Include literacy activities on the designated day each week. 	<ul style="list-style-type: none"> • Use reading boxes to encourage reading on one day a week. • Teach whole school literacy activities. • Promote Character Counts through facilitating talk and discussion in tutor time, varying pedagogy to ensure that all students contribute and are challenged.
<p>Teaching Assistants – in class support:</p> <ul style="list-style-type: none"> • Support teaching staff in the delivery of literacy objectives in lessons. Support literacy activities when working in the classroom or with individual pupils where appropriate. 	<ul style="list-style-type: none"> • Support class teachers by differentiating tasks. • One to one support or small group support.