



## Whole School Literacy Policy.

### **Our literacy values**

**Aspiration:** At LSA we promote and support an aspirational vocabulary and understanding of language, text and grammar that develops alongside our knowledge in each subject area. Our aim is for every child to be able to express their thoughts and learning clearly and for each of our children to be reading at or above their chronological reading age.

**Endeavour:** We will create learning environments where children are comfortable experimenting with new language and texts and where they expect to be challenged and supported towards greater fluency and academic expression. We do not allow children to opt out of new vocabulary, we aim to empower and motivate our students by developing their self-esteem and capacity to express themselves through their spoken and written responses.

**Integrity:** We recognise that a significant proportion of our children's language acquisition is dependent upon their early years development and on their cultural opportunities. We will actively support collaborative training opportunities to develop our expertise and understanding. We will ensure strong links with the year 6 curriculum so that children begin to prepare for new language and reading challenges at Key Stage 3. Whilst at LSA, we recognise that every child has a different bank of language which impacts on their ability to express themselves verbally or through their writing. We will not oversimplify language or accept shortcuts. We will introduce, explore and explain words to enable each student to develop their confidence and begin to communicate with more assurance and accuracy.

**Respect:** We believe that reading and discussing a broad range of fiction and non-fiction will have a direct impact on literacy validity and upon cognitive and social communication. As a result of this, our children will be able to think, explore, communicate and organise their lives more effectively. This, in turn, contributes to their greater academic and professional success and supports healthy relationships, strong wellbeing and the development of respectful citizenship. Our prioritisation of literacy will ensure our children are prepared for the world beyond school and will continue to succeed in and contribute to their community.

### **How our pedagogy will ensure strong, supportive literacy for all students:**

1. Teaching practice will ensure that our students are aware that they are developing different aspects of their literacy through speaking, reading, listening and writing and drafting.
2. Disciplinary literacy will be explicit and teachers will aim to show how vocabulary subtly changes across our subject areas.
3. Where literacy skills are underdeveloped, teachers will intervene appropriately through planning, classroom support, and resources and additionally through our work with support colleagues and appropriate specialists. Where a barrier remains,

further support will be provided through specialist intervention sessions in addition to curriculum time. Our children will be supported through our provision of the IDL literacy package and Guided Reading sessions.

4. As 'A Learning Community' our quality CPD will develop a shared understanding of how we can impact on our curriculum to ensure stronger literacy development. We will provide the time to research and put into practice our work and share this across LSA and the wider learning community.
5. Ensure that literacy is at the heart of our planning to enable the development of academic and expression through Speaking, listening, reading and writing.

### **How we support reading:**

#### **School context**

- We value a broad range of texts and recognise that these will enable students to learn from sources beyond their immediate experience and promote a thirst for knowledge and inquiry. As we build upon the experiences of each child, we will recognise and respect their learning journey and value their contribution.
- We create an environment where reading is promoted and facilitated across the school.
- We ensure that all lessons are planned to include support for reading for all students.
- We support reading through a range of varied and appropriately differentiated reading resources and approaches to reading.
- Reading will be a key element of our Embedding Learning which aims to encourage independent reflection and reading at home
- We use an Accelerated Reader/Star reader as an assessment process to enable us to identify the current reading age of each of our children, which in turn is used to inform planning and intervention.
- We champion literacy and a love of reading and writing through Literacy Weeks and cultural opportunities at performance venues and university visits.
- We provide quality literacy CPD for all colleagues to strengthen our approaches to the use of text and the support of close reading and analysis.
- We recognise that some learners will need further reading support for their development of phonics. We will ensure that we have colleagues who are skilled and available for identified children to enable them to continue to secure their reading development.

#### **Classroom context**

- Provide opportunities for reading as a class, in groups and individually.
- Encourage reading aloud if appropriate to task.
- Support close reading that unpicks and explores vocabulary.
- Encourage further reading and research around the subject both in class and through embedding learning.
- 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.
- We recognise that developing readers need a range of strategies to further develop their reading. Where the need for phonics development is identified, we will continue to develop phonic acquisition through specialist support.

## **How we support writing:**

### School context

- We recognise that writing as we learn is an important aspect of retention and helps to secure knowledge. It is crucial that we support the craft of writing for each discipline whether this be annotation or extended writing tasks.
- We provide students with real audiences and creative writing outlets where possible.
- We support writing with frames or scaffolds, models and drafts where appropriate.
- We ensure grammar, spelling and handwriting are supported, explored and praised.
- We promote and support writing in and out of school hours and provide opportunities such as journalism, storytelling and blogging to encourage for writing for pleasure.
- We develop children's writing craft through the process of supported drafting to enable their thinking and communication to become more precise.

### Classroom context

- We model all pieces of writing – never 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.
- We promote punctuation, spelling and grammar within any writing task; Model high standards of presentation. To support organisation, all work to be presented with date and title.
- We 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. Help them to see the relevance of vocabulary in and out of context of each subject discipline.
- We insist on the use of full sentences within writing tasks. Promote the notion of academic writing and support the development of fluent, clear and concise language.
- We encourage peer marking of written tasks to enable the children to see each other's progress and literacy development.

## **How we support talk, listening and communication:**

### School context

- We encourage all students to speak using the language, tone and intent of an emerging expert in each discipline. At LSA, we are proud of our aspiration for strong communication skills. We support this with strong tier 2 vocabulary so that their tier 3 vocabulary is practised and used with greater confidence.
- We develop opportunities for student leadership across the school so that children can listen to and represent each other's thoughts, concerns and ideas to develop their school.
- We provide greater opportunities for cultural development to broaden children's experience of language outside of the classroom. In addition, we provide opportunity for them to hear and work alongside relevant professionals or experts so that their language develops aspirationally.
- Ensure that planning allows for opportunity to develop listening skills to strengthen children's ability to reflect and feedback to each other and to their teacher with growing confidence and integrity.

### Classroom context

- As the subject expert, we will model aspirational vocabulary and speak to our students using clear, Standard English as a baseline for their academic written and spoken expression.
- We will make clear to our students the difference between colloquial or slang expression and encourage the development of a more formal standard of talk and writing as they develop their mastery of any subject.
- We will create environments where we recognise that our children are learning about language and that they will be corrected with dignity and without blame.
- Sharing of ideas, thoughts, problems, misunderstanding will be encouraged in every lesson through discussion, paired or group talk, individual contribution and role play.

### **Assessment of Literacy.**

The reading age and literacy validity of our children varies widely. Teachers must recognise this and work sensitively and supportively when developing children's literacy skills.

- Teachers in all subjects should regularly re-teach paragraphing, grammar and punctuation to help strengthen written expression where appropriate.
- We should recognise and praise our children when they aspire to use strong, accurate vocabulary and when they verbally or through their written work correct their language. This should be indicated with the use of aspiration and endeavour points.
- Feedback in books should identify one or two literacy targets on each piece of draft work to enable students to refine their written work before a submission of a formal piece.

### **Roles and responsibilities to support literacy across the school.**

The development of literacy will be stronger if all colleagues across the school ensure that literacy is constantly supported and addressed in order to improve literacy validity, attainment and wellbeing for our children.

- The Senior Leadership Team will quality assure the implementation of this policy and its impact on outcomes for children.
- Literacy is at the heart of our pedagogy. To ensure the quality of training is high within subjects and across the whole of LSA, regular, quality CPD will be provided by Curriculum Leaders, SLT and external experts in and out of school.
- Head of Departments will quality assure the implementation of this policy and its impact on outcomes for students
- Teachers across the curriculum will plan carefully to provide students with the knowledge, skills and understanding they need to develop effective reading, writing, speaking and listening within their areas.
- SENDCO, Learning Support colleagues and appropriate colleagues within the English faculty will provide additional support for children with identified literacy needs.
- The Whole School Literacy Lead will support departments in the planning and implementation of strategies and encourage departments to share good practice. They will regularly monitor students' progress in literacy and the impact of literacy

interventions and review provision accordingly. This colleague will support the planning and delivery of high quality lessons and ensure that literacy opportunities are actively pursued to ensure the best outcomes for all pupils at LSA.