



LITERACY POLICY

Policy:	Literacy Policy
Reviewers:	AAB/Local Governing Body
Approved by:	Local Governing Body
Date:	16 th July 2024
Review cycle:	2 years

VERSION CONTROL		
DATE	AUTHOR	CHANGES
April 2021	Chris Vallance	1 Addition of 'subject team'. 2.4 Removal of 'Subject specific literacy resources created in directed departmental time to share good practice amongst colleagues'. 2.5 Addition of 'Student Share Team'. 2.6 Removal of 'Support is provided for students who did not achieve the expected standard in their Key Stage 2 examinations for English Reading and Spelling, Punctuation and Grammar'. 2.7 Addition of 'assessments' and removal of 'examinations for English Reading and Spelling, Punctuation and Grammar'. 3.4 'Literacy' removed. 3.7 Removal of Year 8 and typing error amended.
April 2022	Chris Vallance	Review cycle changed from 1 year to 2 years. Academy vision added to introduction. 1 Addition of Reading Strategy Document and removal of reference to Teaching and Learning policy. 2.5 Student Share replaced with Reading Team 2.7 Addition of 'through varied interventions that are targeted towards the individual.' 3.5 Removed. 3.7 Additional wording to include use of LRC and ERIC. 5.1 Minor amendment to wording.
June 2024	Kaley Macis-Riley	2.2 Reference to section 3 removed and Marking removed from name of policy following update. 2.3 Literacy support booklet removed. 3.5 addition re subject specific language. 3.6 & 3.7 learning resource centre changed to library. 3.7 reference to ERIC removed as this is no longer practised. 3.9 addition for tutor reads. 4.4 removal of 'objective driven' to 'learning intention driven'.

Our vision is to create a distinctively Christian and values driven environment that provides the best start to the 70 or more great years our students should enjoy when they leave our school. Our students should have the opportunity to live life in all its fullness and be good citizens wherever they may be.

1 Rationale

The Samworth Church Academy is committed to creating a learning environment where all staff members are stakeholders in raising the standards of literacy. We recognise that literacy, in this context, encompasses the abilities to write, read and speak confidently across a range of topics. Staff members will enable students to develop the necessary skills to move assuredly through their education and beyond.

This policy is supplemented by subject team plans and delivery relating to the literacy needs of students within specific subjects.

This policy must be read in conjunction with the Reading Strategy Document.

2 Aims

The Samworth Church Academy will ensure that:

- 2.1 All teachers feel confident in their own knowledge of Spelling, Punctuation and Grammar (SPaG) and can support students with their developing knowledge of how to use SPaG skills correctly within their writing.
- 2.2 All teachers are clear in the Academy's requirements that marking for literacy is an agreed expectation and must be adhered to. Expectations of literacy marking are made clear in the Feedback Policy.
- 2.3 High quality CPD enables staff to develop their understanding of how they can support literacy within their curriculum area.
- 2.4 The Reading Team is engaged in shaping the direction of literacy within TSCA, with a focus on developing reading.
- 2.5 Development is research-driven; the Academy contributes to the National Literacy Trust Survey which subsequently provides comprehensive information about students' reading habits that can be addressed within lesson time and used to inform teaching.
- 2.6 Support is provided for students who did not achieve the expected standard in their Key Stage 2 assessments through varied interventions that are targeted towards the individual.

3 Implementation

3.1 Developing Reading across the Curriculum

We aim to give students a level of literacy that will enable them to cope with the increasing demands of their subjects in terms of specific skills, knowledge and understanding.

- 3.2 Across the whole curriculum, teachers will provide activities for students to acquire knowledge and deepen understanding.
- 3.3 Teachers will provide, where appropriate, reading material of high quality which is appropriate for the ability of the students. They should be conscious of the need to both challenge students and also to meet all students' individual needs.

- 3.4 Students should be encouraged to read out loud as well as independently during their lessons.
- 3.5 Where subject specific language is introduced to a lesson, teachers should pre-teach meanings using contextual examples and not simply dictionary definitions.
- 3.6 The development of opportunities for reading for pleasure should be promoted throughout all areas of the curriculum and students must be encouraged to use existing resources to develop this, for example the library.
- 3.7 All Year 7 students have weekly access to high quality literature within the library during their curriculum time. All Year 8 and 9 students have fortnightly access to the library.
- 3.8 The Librarian works in partnership with Team Leaders to ensure that it is stocked with a variety of non-fiction texts that compliment what is taught in lessons and facilitate extended learning.
- 3.9 Tutors read to their students for 20 minutes, 3 times weekly from books identified as 'The Samworth Church Academy Canon' which the literacy team work together to collate as suitable for our context. These texts are challenging, explore a diversity of contexts and characters, and open minds.

4 Developing Writing across the Curriculum

- 4.1 We aim to provide a consistent approach to writing to reinforce students' language skills.
- 4.2 Across the curriculum, there should be opportunities to develop different types of writing. A cohesive approach will encourage teachers to use a variety of writing frameworks, in order to support students when writing for different purposes and audiences.
- 4.3 Across all curriculum areas, students will have the opportunity to:
 - plan, draft, discuss and reflect on their writing.
 - make notes in a variety of formats.
- 4.4 Teachers will set writing tasks that have a clear purpose, are learning intention driven and are also appropriate for the ability of the students. They should be conscious of the need to both challenge students, but also of the need to develop all students and support them in this growth.
- 4.5 The use of dictionaries and pre-reading activities will be encouraged. Each curriculum area will teach subject specific vocabulary and spelling, as appropriate.
- 4.6 Team Leaders take appropriate measures to ensure that the way in which writing is taught is consistent across teaching groups.

5 Developing Communication across the Curriculum

- 5.1 Teachers are aware of the importance of promoting good oracy and staff members are given training in strategies and techniques to raise our spoken literacy standards. This is in conjunction with and with respect to The Samworth Church Academy Approach.
- 5.2 Students should be able to listen to others and to respond and build on their ideas and views constructively. They should develop the confidence to speak in front of a group of their peers or adults.
- 5.3 Teachers will further develop strategies to teach students how to participate orally in groups and in the whole class, including: using talk to develop and clarify ideas; identifying the main points to arise from a discussion; listening for a specific purpose; discussion and evaluation.