Academic Literacy Policy

2024-2026

Policy Lead:	**Deputy Headteacher (JMA)**
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Approval needed by:	**Headteacher / Governing Body**

Academic Literacy Policy

"Our aim is to develop confident and highly literate pupils who are capable of sharing their thoughts and learning, within and beyond The Oaks Academy."

Core Principles

The Oaks Academy accepts the fundamental principle that literacy is the key to improving learning and raising standards; it enables pupils to gain access to the subjects studied in schools, to read for information and pleasure, and to communicate effectively in both written and spoken contexts. Poor levels of literacy impact negatively on what pupils can do and how they see themselves. At The Oaks Academy we recognise that all teachers are teachers of the English Language. We are committed to ensuring that the literacy levels of all pupils, at all stages, are of a standard that can drive their learning across the whole curriculum. Literacy therefore underpins the school curriculum by developing pupils' abilities to confidently speak, listen, read and write for a wide range of purposes, using language to learn and communicate, to think, explore and organise. Supporting pupils to express themselves clearly orally and in writing enhances and enriches teaching and learning in all subjects. Consequently, all Curriculum Areas and all teachers have a crucial role to play in supporting pupils' academic literacy development.

There are three strands to supporting your literacy development:

1. **Academic Language**: Ensuring pupils have a good command of subject specific academic language, to ensure all pupils make excellent progress in every subject.
2. **Oracy and Articulacy**: Ensuring all pupils can speak, read and write with fluency.
3. **Cultural Literacy**: Developing a good understanding of the essential knowledge that pupils need to be able to flourish and have an appreciation of human creativity, achievement and the world around them.

Purpose and aims of the Academic Literacy Policy:

The aim of this policy is to implement a consistent whole school approach to raise academic literacy standards across the curriculum by:
- Supporting all pupils' learning in all subjects by helping teachers to be clear about the ways in which their work with pupils contributes to the development of pupils' communication skills via the explicit teaching of vocabulary.
- Embedding a culture of strong academic literacy to support pupils with the cognitive demands of different subjects.
- Providing baseline testing for all new pupils and regular monitoring of progress, for reading this will be assessed and monitored through reading age testing.
- Targeted interventions for individual pupils identified as needing additional support from the reading test data.
- Developing a shared understanding of the role of subject specific academic literacy in supporting pupils' learning across the curriculum and their ability to communicate effectively and ensure that pupils have the skills for success in GCSE's and beyond.

- Supporting pupils' acquisition and understanding of subject specific vocabulary via the explicit teaching of subject specific vocabulary and also encouraging the use of glossaries and dictionaries.
- Developing pupils' confidence and self-expression and using that confidence to take responsibility for their own learning. Encouraging pupils to take risks in their use of language
- Encouraging a love of reading for pleasure that is enjoyed within school and post -16
- Identifying opportunities to enlist the support of parents via the parental engagement sessions
- Encouraging the sharing of good practice by exhibiting or exemplifying pupils' or teachers' work through morning briefing and professional development sessions.
- Celebrating pupils' achievements in academic literacy across The Oaks Academy.

Monitoring and Evaluation

- The Literacy Co-ordinator with responsibility for literacy and the Deputy Head teacher for the Quality of Education will ensure the school's academic literacy policy and procedures are reviewed and updated regularly.
- The Literacy Co-ordinator and Deputy Head teacher for the Quality of Education will evaluate the impact of interventions and initiatives termly.
- Outcomes and evaluations from literacy training sessions inform will termly updates of the school's programme of Continuous Professional Development.

To support pupil's literacy development all staff are expected to:

- Create a culture where all teachers embrace being teachers of *the English Language.*
- Develop subject specific academic pedagogy to teach the language requirements of examinations and ensure the pupils secure the 7/8/9's.
- Ensure every Curriculum Area has close links with a feeder primary schools to ensure there is smooth transition between the subject specific primary and secondary curriculum and also to identify pupils with the weakest writing and ensure timely interventions are in place.

To support pupil's literacy development all pupils will be expected to:

- Actively engage in the Accelerated Reader programme with confidence and resilience.
- Be able to read subject specific information and share this information confidently to demonstrate learning and progress via the pupils written work and by participating in class discussions.
- Read and comprehend academic texts independently and be able to make inferences from the text.
- Be able to articulate opinions on the learning in lessons, to be clear and thoughtful in verbal responses.
- Be able to write with clarity of thought, including excellent spelling, punctuation and grammar.
- Be able to articulate opinions on the wider world, current affairs, politics, history, art, theatre, global citizenship etc.

- Become familiar and competent with the use of a textbook.
- Record all subject specific vocabulary in the glossary at the back of exercise books along with the definition and word root.

Marking and Feedback Policy

- All teachers/subjects have a responsibility for the development of pupils' literacy skills so that pupils are confident and competent in speaking, listening, reading and writing using Standard English.
- When marking for literacy, 'teachers should distinguish between a 'mistake' – something a pupil can do and normally does do correctly but has not on this occasion – and an 'error' which occurs when answering a question about something that a pupil has not mastered or has misunderstood. ('A Marked Improvement' EEF, April 2016).
- Mistakes should be identified using 'Marking for Literacy' codes.
- Errors should be addressed using 'Marking for Literacy' codes and 'providing pupils with feedback that leads them towards a correction of the underlying misunderstanding' (EEF April 2016).
- Where mistakes and errors are numerous, teachers should use their professional judgement to identify which mistakes and errors are most appropriate to identify and provide feedback to the pupil.
- There should be some form of literacy marking or focus on literacy every lesson; this can be done by teacher/ pupil / peer.
- The teacher will determine an appropriate time for pupils to respond to the literacy feedback given by the teacher, in order to close the 'feedback loop' (EFF, June 2021).

Marking for Literacy codes

Code	
C	Capital Letter
P	Punctuation missing or incorrect punctuation
SP	Spelling
WW	Wrong word
WT	Wrong tense
MW	Missing word
//	New Paragraph

- As part of their subject specific guidance, middle leaders should have a clear strategy for how they support the development of pupils' literacy skills. This will outline:

  - how pupils are supported in using, and spelling, Tier 2 and 3 vocabulary;
  - how pupils are supported in improving common errors in literacy;
  - and how pupils are supported in developing their skills in school with school literacy priorities.

Teachers to provide feedback to pupils using the Marking Codes for Literacy. When responding to pupils' work teachers should:

- Target specific areas for improvement (a selective and focussed identification of areas for improvement)
- Give guidance on how to achieve the short-term targets set by the teacher. For example, identifying the misspelt word and encouraging pupils to correct this with the use of a dictionary.
- Create opportunities for pupils to peer assess each other's work and encourage pupils to reflect on the quality of their own work.

Speaking and Listening
Teachers will help pupils:

- To understand that talk (and not just reading and writing) is a valuable means of learning.
- to understand the Skills Builder speaking and listening assessment criteria to ensure that pupils are confident in self and peer assessment of oracy and articulacy.
- by ensuring the task and purpose is clear.
- by giving time for pupils to reflect on the content taught.
- to value and respect the opinions of their peers.
- to be confident contributors in a wide range of oral activities, including individual, paired and group situations
- to understand that differences in task, purpose and audience require different language choices and levels of formality.
- to build confidence by starting small: an explanation to a partner, then to a small group before presenting to a whole class.

Reading
Teachers will develop pupils' reading skills by:

- Actively using the whole school reading strategy when engaging with subject specific texts in lessons.
- providing appropriate texts for the range of pupils reading ability; encouraging extended reading as well as reading in class.
- providing opportunities for pupils to access texts independently, for example, using the Internet, works of reference, library catalogues and indexes.
- teaching pupils how to select/note/summarise information from their reading.
- drawing pupils' attention to the way texts are organised in different subject areas for example, the format, page layout, print, illustrations and diagrams, and other key textual features.
- helping pupils to develop a range of active reading strategies, for example, skimming, scanning, for a range of contexts and purposes
- helping pupils to acquire a variety of comprehension skills, for example, literal, inferential and evaluative.
- supporting pupils experience different ways of reading, for example, individually or group reading.
- Explicitly teach tier 1, 2 and 3 vocabulary and record in the subject glossary.
- Discrete reading periods during form time for all year groups.

- DEAR reading period once a week for years 7 –10
- Reading period in English for KS3.

Writing
Teachers will aim to develop writing skills by providing opportunities for pupils:

- to write in a variety of styles.
- to write for a variety of audiences and purposes.
- to work with subject specific models of excellent writing.
- to have structured assistance if needed, for example, writing frames.
- to peer and self-assess work in class and to recognise the successful use of specific stylistic features in a text.
- to understand the importance and the techniques of the drafting, editing and proof-reading process.
- to confidently choose and put into practice the most appropriate organisation and style of writing for the task.
- develop an understanding of subject specific vocabulary, encouraging the use of glossaries or dictionaries
- to correct spelling errors and find the correct spelling of the word themselves using the dictionaries provided.

Addendum 1

There are a number of interventions in place to support the academic literacy development of the pupils at The Oaks Academy.

Step One
- NGRT Reading test data to identify targeted pupils for intervention.
- Parental Engagement sessions to ensure parents are aware of how to support their children with reading and the literacy intervention platforms at home.

Step Two
- Identify the relevant software intervention package according to the needs of the pupil.

Step Three
- **Software intervention packages EAL**
- **Lexonik Advance** - Pupils with the lowest reading ages to attend the 6 week intensive intervention programme.
- **Lexonik Leap** - Intervention programme for EAL pupils, small group intervention to support the development of reading, spelling and oracy.

Step Four
- **Software intervention packages Year 7 and 8**
- **Accelereated Reader** - All year 7 and 8 pupils - allowing teachers to track and monitir pupils reading progress.
- **Bedrock Learning** - All year 7 and 8 pupils have access to the personalised online learning pathways via Bedrock.

Step Five
- FP, MB and JMAto track and monitor the progress and engagement levels of all literacy intervention packages. Pupils to be rewarded and parents to be kept informed.
- Reference reading test check to check the progress of pupils and meaure the impact of interventions.

Lexonik Advance

- Through specific targeted instruction and fun exercises and activities, Lexonik teaching focuses on the structure of the English language at a range of age-appropriate levels, suitable for learners aged 10 and above, across a whole range of learning settings.
  - Reading comprehension, fluency and automaticity
  - Explicit vocabulary instruction
  - Phonics and sounds
  - Spelling
  - Grammar and Punctuation

Lexonik Leap

- Lexonik Leap effectively resolves phonics gaps for learners who find literacy particularly challenging and those for whom English is not their first language, rapidly progressing reading, spelling and oracy.
- Based on an initial diagnostic assessment, the programme can be adapted to allow for an individualised learning pathway, meaning the duration of the programme is dictated by the level of need. Because of this it's perfect for older or English as an additional language (EAL) learners as well as young learners.
- Ideal for learners with a standardised score of less than 85 or the EAL learner.

Accelerated Reader

Accelerated Reader (AR) is a popular **reading program used in schools**. AR helps teachers track pupils' independent practice and progress with reading. It's not specifically designed for kids who learn and think differently. But teachers can use it to help guide struggling readers to books they can read successfully.

Bedrock Learning

- Bedrock initially assesses pupils' reading abilities and automatically places them at the appropriate level in 3 Study Strands:
- Word study – targets gaps in basic reading skills and develops academic vocabulary.
- Grammar – improves written composition and reading comprehension.
- Comprehension– teaches the skills required for higher order text analysis.
- Once placed, pupils work independently on each strand where they can monitor progress on their personal dashboard.

Bedrock Reading

- Provides all pupils, from at-risk to on-level and advanced, a systematic and structured approach to the six areas of reading, covering early phonological to advanced comprehension skills. The program creates personalised learnings paths for each pupil through an adaptive placement and scaffolded activities.

Bedrock Overview

- Phonological Awareness: identifying, segmenting and blending syllables and sounds in words
- Phonics Activities: develop the ability to apply knowledge of letter sound correspondence to reading and spelling words.

Structural Analysis: pupils work on recognising the meaningful parts of multisyllabic words derived from Latin and Greek to extend their vocabulary and comprehension skills

Automaticity/Fluency: these skills are developed through a series of activities focusing on speed of processing, analysis of sentence structure and timed silent reading passages.

Vocabulary activities: provide exposure to rich and varied vocabulary to develop awareness of word relationships and associations.

Comprehension: pupils develop the ability to understand information at concrete and abstract levels through the application of higher order thinking skills. Activities develop comprehension strategies through interaction with increasingly complex texts.