Literacy Policy

We will provide a learning environment that empowers, challenges and encourages individual success and social responsibility.

St Matthias Academy actively promotes the principles of equality and inclusion for all its students.

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Literacy underpins the whole 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 organize.

All teachers are teachers of literacy and as such, the staff at St Matthias Academy are committed to developing literacy skills in all of our students. We believe that it will support their learning and raise standards across the curriculum.

Aims

- To support students' learning in all subjects by helping teachers to be clear about the ways in which their work with students contributes to the development of students' communication skills.

- To develop a shared understanding between all staff of the role of language in students' learning and how all teachers are responsible for promoting literacy, in order that they both contribute to and benefit from the development of students' ability to communicate effectively.

Implementation at whole-school level

Roles and Responsibilities

The Literacy Coordinator will

- Monitor and evaluate literacy across the curriculum, including observing a variety of lessons.
- Keep up-to-date with current initiatives and recommended good practice
- Co-ordinate cross curricular literacy initiatives.
- Attend all literacy training and meetings.
- Report relevant information.
- Share training with subject leaders.
- Ensure resources are relevant and engaging for pupils.

All teachers will

- Ensure that 'subject specific literacy' is clearly identified in schemes of work, and that there is obvious progression through the key stages.
- Use agreed literacy marking symbols in line with the school's marking policy.
- Ensure that all students have access to suitable texts.
- Ensure that they are familiar with the specific literacy demands of their subject.
- Include literacy starters in lessons, including key words for all subjects.
- Be aware of student levels by applying information gathered from student focus meetings.
- Apply the St Matthias Academy literacy policy, use SEN profiles and reading age information to ensure resources and teaching and learning activities are differentiated accordingly.

Teaching Assistants will

Support the teaching staff in the delivery of literacy objectives in lessons in all subjects
- Undertake/support literacy activities when working in the classroom or with individual students where appropriate.
- Use information about SEN students or others whose literacy has been identified as below expected national averages, in order to support those pupils.

Consistency in teaching literacy

This will be guaranteed because staff agree to:
- Ensure expectations are consistent with St Matthias Academy standards.
- Consolidate the literacy learning that pupils are doing in English, and specific intervention programmes.
- Use the same terminology to describe language.

The priorities identified for the academic year 2018-19 are:

Reading

Each subject will provide activities to students to:
- Read and follow instructions.
- Read to explore and develop understanding.
- Learn to skim and scan text for detail and make notes.
- Learn how to access their textbooks.
- Learn how to select from written material, reformulate, question and challenge what they have read in textbooks, encyclopedias and newspaper or from social media.

Writing

Each subject will
- Encourage students to write in full sentences
- Explicitly teach and help students to understand use key words
- Use display/resources in order to promote learning.
- Give quality written feedback on assessed pieces of work indicating how to improve.

Teachers will provide reading materials of quality which is up to date, relevant and balanced in its presentation of ethnicity, culture and gender and appropriate for age and ability.

Spelling

Each subject will
- Identify and display subject specific vocabulary.
- Use the literacy marking policy to identify and annotate high frequency and key subject words taking into account the differing abilities of students.
- Encourage the use of subject specific key words in context in the pupils' writing.
- Encourage students to check their spelling and common misspelling of words using glossaries, dictionaries, key word lists, word aware games and spell checker.

Whole school literacy objectives for each level

The literacy challenge for each level which has been incorporated in to individual subject areas are

Grade 1 should be able to

1   Recognise familiar words in simple texts. (R)
2   Use their knowledge of letters and sound-symbol relationships in order to read words and to establish meaning when reading aloud. (R)
3   Their writing communicates meaning through simple words and phrases. (Wr)
4   In their reading or their writing, students begin to show awareness of how full stops are used. (Wr)
5   Students talk about matters of immediate interest. (SL)
6   Listen to others and usually respond appropriately (SL)

Grade 2 should be able to

1   Read simple texts showing understanding and is generally accurate. (R)
2   Express opinions about major events or ideas in stories, poems and non-fiction. (R)
3   Use more than one strategy, such as phonic, graphic, syntactic and contextual, in reading unfamiliar words and establishing meaning.(WR)
4   Students' writing communicates meaning in both narrative and non-narrative forms, using appropriate and interesting vocabulary, and showing some awareness of the reader. (WR)
5   On occasions, they show awareness of the needs of the listener by including
6   In developing and explaining their ideas they speak clearly and use a growing relevant detail. (Vocabulary). (SL)
7   Listen carefully and respond with increasing appropriateness to what others say. Beginning to be aware that in some situations more formal vocabulary and tone of voice are used. (SL)

Grade 3 should be able to

1   Read a range of texts fluently and accurately. (R)
2   Read independently, using strategies appropriately to establish meaning. (R)
3   Respond to fiction and non-fiction, showing understanding of the main points and express preferences. (R)
4   The main features of different forms of writing are used appropriately, beginning to be adapted to different readers. (WR)
5   The basic grammatical structure of sentences is usually correct. (WR)
6   Punctuate to mark sentences - full stops, capital letters and question marks are used accurately. Handwriting is joined and legible. (WR)
7   Talk and listen confidently in different contexts, exploring and communicating ideas. (SL)
8   Contribute relevant comments and questions, showing they have listened carefully. (SL)

Grade 4 should be able to

1   Use talk as a tool for clarifying ideas. (SL1)
2.   Listen for and recall the main points of a talk, reading, or television programmes, reflecting on what has been heard to ask searching questions, make comments or challenge the views expressed. (SL6)
3   Identify and report the main points emerging from discussion. (SL10)
4   Use appropriate reading strategies to extract particular information. (R2)
5   Infer and deduce meanings using evidence in the text, identifying where and how meanings are   implied. (R8)

6   Identify, using appropriate terminology the way writers of non-fiction match language and organisations to their intentions. (R13)
7   Use writing to explore and develop ideas. (Wr3)
8   Organise texts in ways appropriate to their content. (Wr10)
9   Recognise the cues to start a new paragraph and use the first sentence effectively to orientate the reader. (S8)

Grade 5 should be able to

1   Provide an explanation or commentary, which links words with actions or images. (SL4)
2   Listen for specific purpose, paying sustained attention and selecting for comment or question that which is relevant to the agreed focus. (SL7)
3   Use Talk to question, hypothesise, speculate, evaluate, solve problems and develop thinking about complex issues and ideas. (SL10)
4   Make notes in different ways, choosing a form which suits the purpose. (R3)
5   Recognise bias and objectivity, distinguishing facts from hypotheses, theories and opinions. (R6)
6   Analyse the overall structure of a text to identify how key ideas are developed. (R10)
7   Use writing for thinking and learning by recording ideas as they   develop to aid reflection and problem solving. (Wr3)
8   Develop different ways of linking paragraphs, using a range of strategies to improve cohesion and coherence. (S7)
9   Explain complex ideas and information clearly. (Wr11)

Grade 6 students should be able to

1   Use Standard English to explain, explore or justify an idea. (SL2)
2   Identify the underlying themes, implications and issues raised by a talk, reading or programme. (SL7)
3   Discuss and evaluate conflicting evidence to arrive at a considered viewpoint.   (SL9)
4   Synthesise information from a range of sources, shaping material to meet readers' needs. (R2)
5   Compare the presentations of ideas, values or emotions in related or contrasting text. (R7)
6   Analyse how an author's standpoint can affect meaning in non-literary texts. (R11)
7   Record, develop and evaluate ideas through writing. (Wr2)
8   Integrate diverse information into a coherent and comprehensive account. (Wr9)
9   Write with differing degrees of formality relating vocabulary and grammar to context. (S3)

Strategy for implementation of whole school literacy policy

1. Identify improving attainment in Literacy as a key target for whole-school development.
2. Agree whole school strategies for literacy development and ensure all staff are aware of these.
3. Agree whole school literacy priorities and strategies for their implementation.
4. Identify training needs of staff and plan for professional development.
5. The SLT will review, monitor and evaluate literacy across the curriculum at regular interval throughout the academic year.
6. Collect data and review impact

Inclusive Approaches

For all students to achieve their full potential the school will ensure that:

● Gifted and talented students will be supported by using a framework of challenging objectives.
● Students identified with special educational needs will be taught in an appropriate manner in accordance with individual targets set in their individual learning needs.
● The school has introduced a variety of targeted intervention initiatives aimed at improving literacy outcomes. Such as Rapid Reading support, targeting students whose literacy is preventing them making expected progress according to school data.

Student Focused Literacy Intervention:

Staff across the curriculum will be kept informed as to which students are participating in literacy intervention via timetables displayed in the staff room and library.

Wave 1
All pupils complete literacy starter activities and participate in tutor literacy sessions four times a week. All pupils complete baseline assessments to ascertain reading age in accuracy, comprehension and rate. Students are able to progress from their starting point which is determined by ability, learning needs and baseline assessment.

Wave 2
Once per week, targeted students receive one to one teaching to address their specific literacy learning need. Targeted students also work with the Lexia programme twice a week in literacy lessons.

Wave 3
Targeted pupils receive 1-1 or small group teaching two or more times per week.

Monitoring and Evaluation

This policy will be reviewed and updated July 2018 by the Leader in Literacy. During the course of the academic year 2016/17 the Leader in Literacy, supported by SLT, will monitor and evaluate the implementation of the whole school literacy policy using a variety of methods including: lesson observations, work sampling, scrutiny of subject development plans and literacy team meetings**.**

Marking For Literacy

Work should be marked in line with the literacy marking policy. All pieces of work should be marked for spelling and punctuation using the codes given in the marking policy. Literacy marking should take place alongside subject specific marking. The meanings of corrections should be shared with the students and displayed in classrooms.