

Literacy Policy



Updated	September 2024
Status	Non-Statutory policy Delegated to the Headteacher Annually
Review	October 2025

Rationale

Literacy underpins the school curriculum by developing pupils' abilities to speak, listen, read and write for a wide range of purposes, using language to learn and communicate, to think, explore and organise. It helps pupils to express themselves clearly orally and in writing and enhances and enriches teaching and learning in all subjects. All subjects and all teachers have a crucial role to play in supporting pupils' literacy development.

In the context of this document the term "literacy" is used to embrace all aspects of language development – reading, writing, and speaking and listening.

The aims of this document are to

- Support 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
- Develop a shared understanding between all staff of the role of language in pupils' learning and how work in different subjects can contribute to and benefit from the development of pupils' ability to communicate effectively
- Raise pupils' own expectations of achievement, thus raising standards; develop pupils' confidence and self-expression
- Promote knowledge and understanding of the pupils' standards of achievement and assessment in speaking and listening, writing and reading, and the identification of any areas of strength and weakness

By the end of Key Stage

KS2

By the end of KS2 pupils are expected to have a foundation in:

- Reading
- Writing (transcription and composition)
- Spag (Spelling, Punctuation and Grammar)
- Vocabulary
- Speaking and listening
- Comprehension
- Inference
- Literary appreciation
- Critical thinking and analysis

KS3

By the end of KS3 pupils are expected to gain a deeper understanding of KS2 skills and further develop skills in:

- Transcription (spelling and handwriting)
- Composition
- Comprehension and analysis
- Creative writing
- Narrative techniques
- Independent research

KS4

By the end of KS4 pupils are expected to build upon their skills and knowledge from KS3, and consolidate their skills and knowledge in:

- Creating clear, coherent, and purposeful written communication
- Effective use of composition, cohesion and intent
- Literary analysis and evaluative research

Whole School Implementation

- Every teacher is a teacher of literacy across the school
- Every lesson focuses on a particular skill pupils should master, with extension activities offered to pupils who understand a concept quickly to provide additional challenge, and targeted support activities offered to those pupils who have learning gaps or difficulties
- All teachers follow the relevant Curriculum Intent to ensure consistency in the teaching and sequencing of lessons
- All teachers use retrieval practice as a strategy to optimise pupil learning and develop more robust and long-lasting knowledge
- All teachers use a learning wall as a tool to reinforce and embed the key vocabulary required to access a topic
- Implementing and fostering reading, writing, and speaking and listening skills is crucial for the overall development of pupils

Reading Implementation

- All pupils are encouraged to enjoy reading, to be able to use their reading to help them learn, and to develop increasing confidence and competence
- All teachers are teachers of reading
- All pupils have the opportunity to read aloud as often as possible
- All pupils struggling with reading have access to additional support
- Teachers model reading aloud and reading for pleasure
- All pupil's reading achievements are recognised and rewarded using CYR (Caught You Reading)
- All pupils use the online Reading Plus programme to determine a baseline for their reading proficiency which includes; vocabulary, comprehension and reading fluency, ensuring that all pupils have access to their own differentiated reading programme.
- All parents have the ability to access Reading Plus online at home with their child and are encouraged to provide support with reading outside of school
- Teachers provide:
 - Displays of reading material relevant to the topic or national curriculum subject
 - Relevant material at appropriate levels of interest and difficulty from a range of text types
 - Reading material of high quality which is up to date, relevant, and balanced in its presentation of ethnicity, culture and gender
 - Access to ICT sources of information
 - A classroom environment which is conducive to good literacy practice, including Learning Walls to embed key vocabulary

Reading Impact

- All pupils are able to:
 - Read fluently, accurately and with understanding
 - Become independent and critical readers and make informed and appropriate choices
 - Select information from a wide range of texts and sources and to evaluate those sources
 - Apply techniques such as skimming, scanning, and text-marking effectively in order to research and appraise a text

Speaking and Listening Implementation

- Teachers recognise and share that talk is our main means of communication in everyday life and is fundamental for; social interaction, expressing emotions, problem solving, cognitive development and knowledge exchange.
- All pupils will have regular opportunities to speak and listen in the following contexts:
 - In pairs with a working partner
 - In small groups with opportunities to take on the roles of chair or scribe
 - With the teacher or another adult
 - In whole class discussions
 - Presentations to a wider audience

Speaking and Listening Impact

- All pupils will develop increasing confidence and competence in speaking and listening so that they are able to:
 - Clarify and express their ideas and explain their thinking
 - Adapt their speech to a wide range of circumstances including paired and group discussions and speaking to a larger audience
 - Use varied and specialised vocabulary
 - Speak for a range of purposes e.g., to narrate, to analyse, to explain, to reflect and evaluate
 - Listen with understanding and respond sensitively and appropriately
 - Engage in purposeful talk, both formally and informally

Writing Implementation

- All lessons include and depend on some form of written communication.
- Teachers draw attention to the purpose and audience of each piece of writing and whilst the audience for pupils' writing is often teacher and peer group, pupils are encouraged to write for a range of intended readers. For example, writing to explain a scientific principle to a younger audience, writing guidance for peers on an aspect of the subject, writing to agencies to elicit information or to express a viewpoint
- All teachers provide planned opportunities across the curriculum for pupils to:
 - Make notes from a variety of sources - printed word, moving images and ICT texts
 - Plan, draft, discuss and reflect on their writing
 - Learn the conventions of different forms of writing in different subject areas
 - Write at appropriate length, sometimes briefly
 - Write collaboratively with other pupils
 - Present some writing for display or publication
- All teachers:
 - Expect a high standard of presentation in pupils' finished writing
 - Provide good models of particular kinds of writing
 - Provide dictionaries, glossaries, keywords, lists and/or displays of appropriate subject vocabulary and encourage pupils to use them
- All teachers support pupils to use a range of strategies to learn spellings, including:
 - Re-writing commonly misspelled words three times
 - Key words displayed on learning walls
 - SPaG (Spelling, Punctuation and Grammar) guidance in the front of every book/folder
 - Making connections between words with the same visual spelling pattern and exploring families of words

Writing Impact

- All pupils develop increasing confidence and competence in writing so that they are able to:
 - Write in a wide variety of forms for different purposes e.g., to interpret, evaluate, explain, analyse and explore
 - Develop ideas and communicate meaning to a reader using wide-ranging and technical vocabulary and an effective style, organising and structuring sentences grammatically and whole texts coherently
 - Present their writing clearly using accurate punctuation, correct spelling and legible handwriting
 - Use a range of tools and technologies to create multimedia texts which combine media elements to convey information, ideas or stories in a comprehensive and interactive way
 - Use a variety of strategies to improve SPaG (Spelling, Punctuation and Grammar)

Monitoring and Review

- Monitoring and reviewing the literacy policy is essential to ensure it remains effective, adaptable to changing circumstances and aligned with education goals
- This is facilitated by shared responsibility of subject leaders, ML (Middle Leaders) and SLT (Senior Leadership Team) to ensure all teachers are supported in the delivery of literacy and kept up-to-date with current developments as well as providing strategic leadership and direction for literacy across the school.
- ML and SLT regularly conduct curriculum monitoring walks, lesson observations, book looks, and speak to staff to identify areas which require further development

Teachers of English and reading will:

- Provide support and advice to other subject areas so that a correct and consistent approach is used in all subjects
- Provide information to other subject teachers on appropriate expectations of pupils and difficulties likely to be experienced in various age and ability groups
- Provide information for English and reading teachers on the stage at which specific literacy skills will be required
- Through liaison with other subject teachers, aim to ensure that pupils have appropriate literacy skills for work in other subject areas
- Develop practice through CPD (Continuous Professional Development) opportunities to stay abreast of the latest research and pedagogical approaches in English and reading.
- Advocate for the importance of English and reading within and beyond the school setting.
- Where required offer support and guidance to colleagues who are teaching literacy to ensure effective teaching takes place

Teachers of subjects other than English and reading will:

- Be familiar with the literacy policy and what is expected from teachers and pupils
- Ensure that they are familiar with correct English terminology, conventions and techniques that relate to their own subject and encourage pupils to use these correctly
- Be aware of what is expected of pupils and the difficulties that might be experienced with developing effective literacy skills
- Use a range of strategies to develop pupil's literacy skills

Recording Achievement and Progress

- Assessing literacy across the curriculum
- When assessing pupils' work across the curriculum:
 - We will value their oral contributions and listening skills alongside their reading and writing
 - We will take into account pupils' performance in speaking and listening, reading and writing, when assessing and reporting on pupils' progress in subject areas
 - When setting writing tasks, we will develop clear assessment criteria and clearly communicate expectations for each aspect of the writing, including content, structure, style, and SPaG (Spelling, Punctuation and Grammar).
- When responding to pupils' work, we will:
 - Apply the whole school AFL (Assessment For Learning) policy
 - Make comments which are positive and supportive using 2 Stars & a Wish including:
 - Targeting specific areas for improvement (a selective and focused identification of errors)
 - Giving guidance on how to achieve the short-term targets set. For example, whilst "improve your spelling" is unhelpful and vague, the identification of a particular spelling error e.g., doubling of letters before adding -ing is specific and presents the pupil with a target which can be addressed
 - Ensure books reflect the feedback received using appropriate codes, e.g. I (independent), V (verbal), S (supported), CYBG (Caught You Being Good), CYR (Caught You Reading)
 - Give priority to content, ideas, organisation and meaning above presentation features
 - Create opportunities for pupils to reflect on the quality of their own work and for peer assessment.