



Whole School Literacy Policy

Literacy means having the reading, writing and oracy skills to be able to communicate effectively.

Objectives

- To develop, maintain and improve standards in literacy across the school.
- To continue to develop disciplinary literacy throughout the school.
- To ensure consistency of practice in delivery, vocabulary and marking for literacy.
- To encourage collaboration between subjects and share best practice.
- To provide staff with research-based training to ensure high standards of literacy teaching across the school.
- To develop a culture of reading across the school amongst staff and students and to create opportunities for staff to model reading for betterment related to their subject.
- To develop the oracy skills of students through 'say it better' and 'speak like a...' as well as staff CPD outlining other questioning techniques.
- To support explicit teaching of extended writing across school with concerted effort to allow students the opportunity to draft/edit/redraft and publish summative work.

Every teacher has the responsibility for the teaching and modelling of exemplary levels of literacy at all times.

All staff at Wellacre contribute to developing a culture of literacy and will support students in:

- Reading, writing, vocabulary and oracy.
- Developing an appreciation of Standard English and formal language, both spoken and written.
- Working towards, and beyond, chronological reading age.
- Developing a reading culture by creating curriculums which celebrate the importance of reading and allow time for embedding reading into lessons.
- Knowing how to write coherently through systematic teaching of writing with cohesion.
- Providing students with frequent opportunities for extended writing. Both in curriculum and extracurricular.
- Providing students with frequent opportunities to articulate understanding and offer spoken contributions in class, sometimes for extended periods before an audience.
- Developing an ability to spell with accuracy, including more complex subject specific vocabulary.
- Developing listening skills to enable students to meaningfully discuss subject content and use the comments and knowledge of others to develop understanding.
- Increasing confidence with new vocabulary through using the 'pink box vocab'. As well as developing student knowledge of key concept vocabulary (pink box vocab) in order to establish a clear knowledge of a variety of tier 3 vocabulary.

The role of the Whole School Literacy Lead is:

- To co-ordinate whole school literacy events.
- To work with the Academy Leadership Team in ensuring the effective development and implementation of the Literacy Policy and whole school strategies.
- To establish and maintain constructive communication and training between English teachers and the teachers of other subjects.
- To organise appropriate literacy training for teachers and work with colleagues to enhance their practice.
- To monitor and evaluate the implementation of the Literacy Policy.
- To conduct amendments to the Literacy Policy in light of evaluation, curriculum and research changes.
- To ensure consistency of practice for whole school literacy strategies through robust quality assurance.
- To develop parents/carers knowledge and understanding of literacy levels and how they can support students.

Disciplinary Literacy

It is imperative that both staff and students are aware of the necessity of literacy in each subject. By ensuring skills are taught consistently across the curriculum, students will be able to identify connections between the subjects, thus strengthening their literacy as a whole. Literacy has a direct impact on every subject in the school and should be taught as such. The Disciplinary Literacy documents created by each department this year should be referred to regularly.

Teachers of all subjects should:

1. Work to embed the principles of literacy within their subject area (Reading, writing, oracy) in accordance with the whole school CPD.
2. Incorporate marking for literacy in accordance with school policy into all marking and feedback provided to students and provide students with the opportunity to respond to this.
3. Be aware of appropriate expectations of students and the difficulties they may encounter regarding literacy.
4. Ensure they are familiar with the fundamental principles and techniques of literacy and are able to incorporate these in lessons and identify errors in the work of students.
5. Liaise with the Leader of Literacy regarding any specific requirements or gaps in knowledge and understanding that they have or that they identify in students.
6. Seek opportunities to reinforce the highest standards of literacy in their subject areas at all times.
7. Provide opportunities for students to access a range of extended reading in their lessons.
8. Provide regular opportunities for extended writing and given clear opportunities to edit and redraft writing in accordance with literacy training and whole class feedback.
9. Provide opportunities for students to effectively deliver presentations to reinforce skills in the areas of speaking and listening.
10. Use data such as NGRT reading ages to inform clear graduated intervention plans to allow students to re-engage with the whole school curriculum.

Quality Assurance

Learning walks, book looks, student and staff voice and reading data will be used to monitor the impact of literacy in all subjects.

Marking for Literacy Guidance

At Wellacre, all marking is marking for literacy. Teachers across all subjects will identify areas for improvement in literacy in students' work and require students to make corrections when acting on feedback.

All written work should be scrutinised for literacy. Common spelling mistakes will be identified for student correction through 'Sp' and tier three vocabulary (and tier two where appropriate) should be corrected through an example spelling and 'x3' be used for students to evidence action.

No piece of written work completed by a student that is marked by a teacher in any way, should have literacy errors unidentified and uncorrected, as this serves to advocate and reinforce the errors that students make.