

The Canterbury Academy Trust

Schools for all the Talents



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In partnership with Simon Langton  Grammar School for Boys to provide a grammar school band for boys and girls in a comprehensive school for all the talents

The Canterbury Multi Academy Trust

Literacy Policy

At The Canterbury Multi Academy Trust we believe that literacy is a fundamental life skill. It is our aim to develop an ethos in which literacy is upheld as the key to success at school and in society in general. The curriculum is designed to provide opportunities to develop students' ability to listen, speak, read and write for a wide range of purposes. Students will be encouraged to use their knowledge, skills and understanding of speaking and writing across a range of different situations at school and as they enter the world of work.

Objectives Reading and Writing

- To foster the enjoyment of writing and a recognition of its value.
- To teach cursive handwriting skills throughout the primary phase.
- To be able to help students become confident and independent readers who read with fluency and understanding.
- To use the Letters and Sounds Systematic Synthetic Phonics programme in the primary phase. To teach children a variety of reading strategies to enable them to interpret texts fluently and confidently.
- To be able to use methods which will help them approach new words and use them to read and spell accurately.
- To teach spelling patterns and spelling skills explicitly in all phases of the primary school.
- To recognise features of different non-fiction and fiction texts and to be able to demonstrate this through reading and writing.
- To be able to plan, draft, revise and edit their own writing from notes, to a finished form and be able to use a variety of means to produce texts for different audiences.
- To impress upon children the importance of grammatically correct and accurately punctuated writing. To enable children to write fluently and accurately to express their ideas.
- To be able to develop enthusiastic and reflective readers and writers through contact with challenging and substantial texts.
- To be able to research independently and make notes from a variety of sources, including the internet and public libraries.
- To be able to demonstrate a range of reading strategies and to be able to extract particular information.
- To teach comprehension skills explicitly in guided reading sessions in the primary phase.
- To be able to teach children effective communication, both verbal and non-verbal through a variety of activities.
- To be able to use subject-specific vocabulary confidently.

- To understand that reading can be from a variety of sources and that reading can affect all areas of life.
- To implement and develop writing skills through the 'Big Write' initiative.
- To raise reading ages and ability through implementation of accelerated reader

Speaking and Listening

- To be able to develop good listening skills.
- To be able to respond to a range of audiences.
- To be able to extend vocabulary and communication skills.
- To be able to use skills in speaking and listening to explore, articulate and extend understanding of texts.
- To be able to discuss, analyse and evaluate personal speaking and listening skills.
- To be able to develop listening skills in order to understand, evaluate and reflect on what has been heard.
- To be able to provide students with opportunities to communicate in a wide range of situations.

Implementation of the Policy

The teaching of literacy is the responsibility of all classroom staff in the academy, therefore literacy will be embedded in the teaching and learning of all lessons.

Roles and Responsibilities

Executive Principal and Directors

- support the use of appropriate teaching strategies by allocating resources effectively.
- ensure that the school buildings and premises are used to support successful teaching and learning.
- monitor teaching strategies in the light of health and safety regulations.
- monitor how effective teaching and learning strategies are in terms of raising student attainment.
 - ensure that staff development and performance management policies promote good quality teaching.

Class Teachers

All staff have high expectations that all children can achieve their full potential and

- apply the school marking policies.
 - provide dictionaries and thesauri in classrooms and teach students how to use them.
 - provide good models of reading, writing, speaking and listening.
 - display word walls in classrooms with subject-specific key vocabulary.
 - ensure primary school classrooms have working walls for literacy which support the children's current learning about a text-type.
 - ensure schemes of work have a literacy focus.

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Note: Referrals to pupils/students/child within the policy covers all young people within our care this may on occasions include students from other schools and in the community

- teach a wide range of literary genres encompassing play scripts, poetry and a variety of fiction and non-fiction texts.
- encourage independent reading.
- use assessment data to identify areas for progress and liaise with the SEN department to raise concerns related to progress.
- Display words of the week posters and embed these into morning mentoring, lessons and learning.
- Display 'currently reading' posters and discuss these with students with a view to promoting reading through discussion of subject matter.
- Deliver literacy in mentoring once a week as directed by the literacy coordinator.
- Celebrate student success in morning mentoring through literacy competitions.
- Deliver writing in the school's 'Big Write' initiative.
- Deliver termly 'Big Write' CPD sessions to embed the structure across the school.

Teaching Assistants

Teaching assistants will support the school policy on literacy. They will positively correct students when errors are made to ensure that the learners are able to progress independently. Specialist literacy teaching assistants will deliver a range of intervention to enable learners to progress and overcome their difficulties with literacy.

Parents / Carers

We believe that parents/carers have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

- holding parents' evenings to discuss children's progress.

Holding literacy evenings to share how literacy is embedded across the school and offering guidance to parents to further support the development of literacy.

□ sending an annual report to parents in which we explain the progress made by each child and indicate how the child can develop their learning.

- explaining to parents how they can support their children with homework.
- using specific key stage workshops to explain relevant developments in their child's education.

We believe that parents have the responsibility to support their children and the school in implementing school policies. We would like parents to:

- do their best to keep their child healthy and fit to attend school and ensure that their child has the best attendance record possible.
- ensure that their child is equipped for school for taking part in activities.
- inform us if there are matters outside school that are likely to affect a child's performance or behaviour at school.
- promote a positive attitude towards school and learning in general.
- promote the advantages of reading as a valuable life skill.
- read with their children at least three times a week and record this in their child's reading record.
 - support the school in their expectation that a minimum of three pieces of independent homework will be completed by their children every term.
- fulfil the requirements set out in the home/school agreement.

The role of the Cross Curricular Literacy Coordinator

1. To complete a detailed audit of literacy annually.
2. To work with each subject area to ensure that schemes of work offer opportunities for reading, speaking, listening and writing.
3. To develop literacy events, cross curricular days and other activities.
4. To work with the English and SEN department to ensure a coherent and consistent approach to developing literacy in the primary phase. The reading and writing co-ordinators will work with teachers to ensure that literacy teaching is consistent, securing progression for all students.
5. To establish reading zones in the school and develop peer- reading partnerships to encourage reading opportunities.
6. To be a champion for literacy through assemblies, displays, newsletters and parents' evenings.
7. To establish systems to provide support for parents.
8. To provide professional development for staff to ensure confident delivery of literacy across the school.
9. To ensure there is a marking policy for literacy, which is used consistently by all staff.
10. To create a strategic action plan to improve literacy.
11. To hold annual reading and spelling tests across both Key Stages. In the primary school reading will be tested termly. Those taking part in the Reading Recovery programme will be tested more frequently.
12. To complete regular reviews of literacy programmes to ensure maximum effectiveness.
13. To complete bi-termly analysis of student progress and establish SMART targets that will ensure progress through timely, and appropriate intervention.
In the primary school student progress will be reviewed in each new term. Class teachers will complete a gap analysis and share this with the Literacy Co-ordinator. Teachers will then review targets with the children and new ones will be set. These targets should be shared with the co-ordinator. Teachers will tailor planning and interventions to address gaps in learning for the class, groups and individuals. Teachers will seek advice from the SENCo and reading and writing co-ordinators if necessary.
The co-ordinator will audit planning and teaching to ensure that gaps are being addressed.
14. To provide parents with details of intervention being delivered to their child to ensure positive home-school communication.
15. To promote cross-curricular sharing of good literacy policies through meetings and the sharing of key resources.
16. To lead team of literacy & numeracy reps (one from each faculty area) and ensure they are able to provide literacy guidance within their faculty area
17. To lead the school's new Accelerated Reader programme ensuring all year 7 & 8 students have a compatible reading book and are regularly taking tests.
18. To work closely with the LRC supervisor to further promote and enhance the Accelerated Reader texts available to students.
19. To provide guidance to staff over the 'Big Write' writing initiative.

20. To ensure appropriate posters including 'Big Write', 'currently reading' and 'words of the week' are embedded in morning mentoring, lessons and are visible in classrooms.

Subject Literacy Link in the Secondary School

Every subject area should have a designated literacy representative. Their role is to quality assure the strategies above and provide a link whereby information can be shared between the literacy coordinator, intervention teams and teaching staff.

Mentoring

Each week mentor groups will complete a literacy task for their key stage. The literacy tasks will have opportunities for stretch and challenge, self-evaluation and reflection. The tasks will focus on core literacy skills appropriate to age and stage. The tasks will be delivered in KS3 through a fortnightly quiz linked in to the school's literacy focus area and in KS4 through power point based discussion considering literacy aspects.

Assessment

Students will be assessed regularly for reading and spelling, to ensure that progress is being made. In the primary school the students will be assessed at least three times a year in reading and spelling. Students taking part in the Reading Recovery programme will be assessed more frequently. Assessment will provide early indication for tailored intervention.

Bi-termly assessment of Key Stage 3 students will also provide evidence of student progress and allow, if necessary, suitable intervention to be arranged. In the Foundation Stage, the class teacher will evaluate the children's learning across a range of skills. A Foundation Stage profile is then produced for each child. Key Stage 1 students' phonic skills will be assessed in Year 1. In Year 2 the children will take the statutory tests in Reading, Writing and Maths. Their speaking and listening skills be assessed and reported by the class teacher. In Year 6, a speaking and listening assessment will be completed by the class teacher. Formal SATS tests are taken in Reading Comprehension, Spelling, Punctuation and Grammar. The children's writing is assessed by the teacher and moderated by a panel of teachers from local schools.

Intervention

Literacy assessments will identify areas for improvement. As a result, systematic and co-ordinated support will be implemented for students who are falling behind. Students will be given additional support through a range of literacy programmes. These will be reviewed regularly to track progress and attainment. Students with English as an additional language will receive specialised English sessions and group support with a specialist TA. As at the secondary school, EAL students in the primary school will receive supplementary English tuition lessons which are delivered by staff trained in teaching English as a second language. In normal class lessons, teachers will ensure that children can access the curriculum through differentiation of objectives and resources, and by providing adult support where this is possible or necessary.

Further Curriculum Provision

- Reading zones which will be vibrant, enticing and well-stocked to develop the reading abilities of its students and staff.

- Links with the library in the city centre.
- Links with Kent University and the Outreach Programme □ Support for staff who do not have Level 2 literacy qualifications.
- Literacy-based community activities.
- Fortnightly timetabled reading lessons at Key Stage 3 to foster positive reading habits.
- At the primary school, literacy-based after-school clubs will be offered to engage the children and develop their skills.
- Resident author to further enthuse and engage students in both reading and writing. □ Words of the week (three per week) and a fortnightly literacy focus area
- Accelerated Reader programme
- The 'Big Write' initiative
- Big Write posters in all classrooms

