

# The Canterbury Academy Trust

## Schools for all the Talents



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# The Canterbury Academy Trust

## Literacy Policy

At The Canterbury 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 in 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 handwriting skills through the primary phase: Foundation Stage will be taught how to form unjoined letters correctly; Year 1 will introduce children to cursive writing when children are physically ready for this; from Year 2 the majority, if not all, children will be learning cursive script. In Year 4, the expectation is that all children will be able to write cursively.
- To help students become confident and independent readers who read with fluency and understanding.
- Promote reading in the primary phase through the termly reading raffle, for which each year-group winner receives a shopping voucher.
- 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 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 demonstrate this through reading and writing.
- To plan, draft, revise and edit their own writing from notes, to a finished form and 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 develop enthusiastic and reflective readers and writers through contact with challenging and substantial texts.
- To research independently and make notes from a variety of sources, including the internet and public libraries.
- 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 teach children effective communication, both verbal and non-verbal through a variety of activities.
- 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 with Years 7-11.
- To raise reading ages and ability through implementation of Accelerated Reader with Years 7 and 8.

### Speaking and Listening

- To develop good listening skills.
- To respond to a range of audiences.
- To extend vocabulary and communication skills.
- To use skills in speaking and listening to explore, articulate and extend understanding of texts.
- To discuss, analyse and evaluate personal speaking and listening skills.
- To develop listening skills in order to understand, evaluate and reflect on what they have heard. • 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 thesauruses 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. In the primary phase, this will be done through Sentence Salad displays in every classroom.

- Ensure primary school classrooms have working walls for literacy that support the children's current learning about a text-type.
- Primary school teachers should link speaking and listening with writing by using the Talk4Writing approach to learning in literacy.
- Ensure schemes of work have a literacy focus.
- Teach a wide range of literary genres, encompassing play scripts, poetry and a variety of fiction and non-fiction texts.
- Encourage independent reading through the Buster's Book Club initiative in partnership with the Kent Messenger. Use reading challenge displays to encourage children to read outside school.
- 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 in morning mentoring, lessons and learning in the secondary phase.
- Display 'currently reading' posters and discuss these with students, with a view to promoting reading through discussion of subject matter in the secondary phase.
- Deliver literacy in mentoring once a week as directed by the literacy co-ordinator in the secondary phase.
- Celebrate student success in morning mentoring through literacy competitions in the secondary phase.
- Deliver the 'Big Write' initiative to Years 7-11 to support student writing responses.
- Deliver termly 'Big Write' CPD sessions to embed the structure across the school in the secondary phase.
- Embed the PiXL Unlock strategy for Years 7-11 to support student understanding of tier 2 and 3 vocabulary.
- Model tier 2 and 3 vocabulary to develop student understanding with regards to subject specific terminology.

### Teaching Assistants

Teaching assistants will support the school's literacy policy. They will positively correct students when errors are made to ensure that the learners are able to progress independently. In the secondary phase, specialist literacy teaching assistants will deliver a range of interventions 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 that we can to inform parents about what and how their children are learning by:

- Holding parents' evenings to discuss children's progress and share how literacy is embedded across the school and offer 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 indicating 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 their children will complete a minimum of three pieces of independent homework 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 secondary phase. 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 English 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 a 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. 21. To provide guidance and support to staff regarding the PiXL Unlock initiative.

### Subject Literacy Link in the Secondary School

Every subject area should have a designated literacy representative, in practice this runs through the KS3 RAP meeting. 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. In KS3, this dedicated time is centred on reading and resourced book boxes; in KS4 this is dedicated to student oracy.

### 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. Assessment will provide early indications for tailored intervention.

In the Foundation Stage, the class teacher will evaluate the children's learning across a range of skills. A Foundation Stage profile will be produced for each child. Foundation Stage moderation does take place every year. There is a three-yearly cycle of Reading and Writing, Communication and Language. Key Stage 1 students' phonic skills will be assessed in the statutory Year 1 phonics screening assessment. In Year 2, the children will take the statutory tests in Reading and Writing. In addition, those children who did not pass the phonics screening in Year 1 will be reassessed in Year 2. Their speaking and listening skills will 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 will be taken in Reading Comprehension, Spelling, Punctuation and Grammar. In Year 2 and Year 6, the children's writing will be assessed by the teacher and moderated by a panel of teachers from local schools, or by a KCC-appointed external moderator.

In the secondary phase, students will be assessed at least two times a year in reading and spelling. Results of the tests will be shared with classroom teachers to ensure planning and delivery of lessons is tailored to their chronological reading and spelling ages. Routinely, this information is shared with parents, along with strategy banks, appropriate resources and support available. Bi-termly assessment of Key Stage 3 students and termly assessments of Key Stage 4 students will also provide evidence of student progress and allow, if necessary, suitable intervention to be arranged.

### 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. 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, including book corners, 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
- PiXL Unlock resources such as subject specific vocabulary for KS3 and KS4
- PiXL Unlock placemats for new vocabulary