



Whole School Literacy Policy

Review Cycle: 1 years – Autumn Term

Review By: Leadership Team and Standards Sub-Committee

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***‘Literacy is not a luxury, it is a right and a responsibility.
If our world is to meet the challenges of the twenty-first century we must harness the energy and
creativity of all our citizens’.***

President Bill Clinton, International Literacy Day, September 8 1994.

1. **Introduction**

1.1 Literacy underpins the Academy’s curriculum by developing students’ abilities to speak, listen, read and write for a wide range of purposes; using language to learn through communicating, thinking, exploring and organising. By helping students to express themselves clearly both orally and through their writing, we can enhance and enrich teaching and learning across the curriculum.

1.2 All departments, all teachers and all members of our learning community have an integral role to play in the development of literacy within our students at the Academy. This is strongly supported through the new Teachers’ Standards (2012) whereby it is stated that all teachers are required to ‘demonstrate an understanding of, and take responsibility for, promoting high standards of literacy, articulacy and the correct use of standard English’.

2. **Aims of the Policy:**

The aims of this policy document are to:

2.1 Support students’ learning in all subjects by helping all teachers and support staff to be clear about the ways in which their work with students contributes to the development of students’ communication skills.

2.2 Develop a shared understanding between all staff of the role of language in students’ learning and how work in different subjects can contribute to, and benefit from, the development of the students’ ability to communicate effectively.

2.3 Recognise that language is central to the students’ sense of identity, belonging and growth.

2.4 Raise students’ own expectations of achievement, thus raising standards within the Academy.

2.5 Develop students’ confidence and self-expression.

2.6 Promote knowledge and understanding of the students’ standards of achievement and assessment in speaking and listening, writing and reading, and the identification of any areas of strengths and weaknesses.

3. **Roles and Responsibilities:**

3.1 All teachers and in-class support staff across the curriculum: Contribute to students’ development of language owing to the fact that speaking and listening, reading and writing are, to varying degrees, integral in all lessons. Teachers in all subjects are to recognise where reading takes place and ensure opportunities for reading take place.

3.2 Literacy Coordinator: Supports departments in the embedding of strategies to support the growth of literacy development. Manages the implementation of new literacy initiatives alongside ensuring current literacy

provision is maintained and effective in its aims. Chairs and runs the Working Action Group for Literacy with the aim to share literacy strategies across all subjects. Delivers CPD to ensure up to date strategies shared.

3.3 The English Department: Provides pupils with initial knowledge, skills and understanding they need to read, write, speak and listen effectively. Acts as a support unit for those teachers who identify their own literacy needs and seeks to improve these in order to promote high levels of literacy to the students they teach effectively. Undertake and monitor AR quizzing weekly and STAR testing three times a year.

3.4 LRC Manager: Works in close contact with literacy coordinator to promote whole school literacy through managing literacy initiatives, certain resources and maintaining data. Updates English department regularly on students' quizzing.

3.5 Pupils: Take increasing responsibility for recognising their own literacy needs and making improvements. Designated literacy leaders to help peer learning and assist in tutor literacy activities.

3.6 Tutors: Responsible for implementing a supplied weekly literacy focus week. Delivering literacy exercises in conjunction with literacy leaders. Promote involvement in literacy initiative such as Scholastic quizzes and World Book Day promotions.

^{4.} Policy Guidelines

4. 1 Speaking and listening

4.1a In our teaching we should provide planned opportunities across the curriculum for students to engage in purposeful talk, both formally and informally and in a variety of different sized groups as well as individually. There is to be a focus on correct use of Standard English at all times during lesson. New SOLs include focus on oracy with specific focus and task to be included in lessons termly.

4.1b We should provide students with the ability to describe events, activities and problems, develop ideas with others, ask questions as well as answer them, reflect on learning orally and talk at length through adopting the role of the expert.

4.1c In planning for talk, we should consider pace and timing so that purposeful talk is maintained.

4.1d Focus on new English specification to include Speaking and Listening filmed tasks. To assist with this, public speaking competitions arranged, both internal and external.

^{4.2} Reading

4.2a We should use available data on students' reading levels in order to make informed choices about appropriate texts and to plan appropriate support for pupils in order that they may successfully access texts. The teacher should ensure that the reading ages provided on class profiles from September of each new academic year are noted in their data file to assist with this. ATOS generated reading ages on all SOLs to allow for appropriate texts per group.

4.2b Pupils should be given the opportunity to read and follow written instruction, read texts of varying lengths, question and challenge printed information and views, read and explore ideas and theories, learn how to sift and select to effectively take notes from text to aid students both in their day to day learning as well as in periods of intense revision and use reading to research and investigate from printed words, moving images and online texts.

4.2c Pupils to use Star Testing three times a year, four times for targeted groups with diagnostic and screening reports used to inform planning to make all students demonstrate progress within literacy. Accelerated Reading programme for all year 7 and targeted 8 students to improve reading skills, using dedicated quizzes every three weeks. STAR testing for targeted 9 & 10 students. All students to be placed on Reading Pathway on entry to the Academy to ensure they reach the correct support. Each Pathway corresponds to the STAR categories.

4.2d Implementation of reading lists with a variety of texts for all ZPD ranges for all students in year 7 to 10. Reading lists created by students to recommend books to peers; marketed as Bookflix in English department.

4.2fe Individual English teachers will closely monitor students with entry data of NRSS 96-104 regarding reading ages created by STAR; ensure pupils remain 'at benchmark' or above.

^{4.3} **Writing**

4.3a We should draw attention to the purpose and intended readers of each piece of writing. Whilst the audience for students' writing is often teacher and peer group, students should be encouraged to write for a wide range of intended readers.

4.3b We should pay close attention to writing as a learning tool as well as a product of the learning.

4.3c We should help students to appreciate the differences between standard English and non-standard forms of the language.

4.3d We should help students to recognise the appropriate form for their written responses so that they know when to respond in note form and when more formal constructions are required.

4.3e All teachers should expect a high standard of presentation in line with students' ability levels.

4.3f All teachers should provide glossaries or lists of appropriate subject specific vocabulary and encourage students to use them. All teachers to display vocabulary documented on SOLs at outset of lessons. Widgeit word mats and key vocabulary to be provided for all groups as appropriate.

4.3g All students to study vocabulary extension activities during dedicated literacy hour; activities aligned to specific schemes of learning.

4.3h All teachers to adapt their teaching where necessary to allow for lower sets to be able to 'hold the sentence' to improve punctuation and building paragraphs.

4.4 All teachers or teaching assistants should provide a classroom environment which is conducive to good literacy practice by clearly displaying all Academy literacy posters and ensure that Academy literacy documents (such as writing styles maps) are easily accessible to students. This includes displaying literacy foci and vocabulary fridges.

4.5 All teaching rooms and books should feature literacy mats and subject specific vocabulary mats in line with guidance distributed by the Literacy Coordinator. All assessment books to clearly display target grades and descriptors.

4.6 Within tutor times in the Academy, tutors should demonstrate their belief in the importance of reading for both pleasure and understanding through the tutor reading and literacy time in KS3 and literacy programme in year 9 and 10. . All students should be encouraged to participate in this.

4.7 In assemblies, to promote the high levels of Speaking and Listening that we wish to see, when speaking, students should stand and should demonstrate high levels of fluency. This will be achieved through appropriate preparation and rehearsal. Any supporting resources, such as PowerPoint presentations should be checked carefully to avoid any literacy errors. Staff should lead by example when delivering.

4.8 Literacy provision will be monitored through a variety of methods such as

- Sampling work through book trawls in line with the whole school work scrutiny timetable.
- Open door visits within reviews – asking pupils about their literacy, listening to pupils read (where appropriate) and within the teaching of literacy, specifically within English.
- Audits and self-evaluations completed by subjects and followed up by literacy coordinator to check for content and effectiveness within teaching and learning.

Signed: _____

**Chair of Governors
Mr Mike Dean**

Signed: _____

**Headteacher
Mrs S Mellors**

Date: _____

(Ratified by the Full Governing Body on 6th December 2022)

Renaissance – Accelerated Reader Strategy

Alcester Academy

Rationale

The academy believes that the Accelerated Reader programme can support the literacy development of young people. As such, time is dedicated to the effective implementation of Accelerated Reader within the curriculum.

Implementation

All Year 7 and targeted 8, 9 & 10 students belong to the Accelerated Reader Programme at Alcester Academy.

A STAR test measures the baseline reading age of children in the September of each academic year. The results of this initial test help the academy to guide students towards an appropriate reading range. On entry to the Academy and following completion of STAR tests, pupils will follow a Reading Pathway that corresponds to the STAR criteria. Reading progress will be measured via three other STAR tests over the remainder of the year; January, March and July. These tests will take place in English lessons on-line. Parents will be informed of these tests in advance and the importance for students to take them very seriously. Research shows that the most successful students in terms of reading progress take a minimum of twenty minutes to complete these tests. Tests for all Year 7 and targeted Year 8, 9 & 10 students.

Between STAR tests, students will be encouraged to read books that are appropriate to their identified reading range. On average, a book should be completed every three weeks. Within 24 hours of completing a book, students should take their on-line 'quiz'. This quiz measures the student's comprehension of their reading. Quizzes can take place within English lessons, before school, after school, lunchtime or break time in the LRC. Students can also access their quiz at home using the log-in details that they will have been given.

Students should aim for a 100% pass rate each time. 85% is considered the minimum required in order that progress can be evidenced. Teachers and other key staff will advise students on when they can progress on to more difficult books based upon their quiz results.

Encouraging Reading

Accelerated Reader relies on students to read each day for between 20-30 minutes as a minimum. As such, Alcester Academy dedicates the following time to reading specifically each week:

Years 7 - 10
Daily reading slot of 10 – 15 minutes at the outset of each English lesson. 1 x home learning in line with homework policy for year 7 and where teachers feel appropriate

Targeted sessions required for key students

The students' reading rate is monitored. Rewards are collected according to the number of words that students have read and these then contribute to the inter academy annual house competition. Reading leaders are published each half term.

Students in Year 7 will be guided within English lessons about when to change their books. There is an expectation that Year 8s will independently change books when required. This will be closely monitored.

The role of the:

<p>Literacy Leader within the academy</p>	<ul style="list-style-type: none"> • To ensure that the Accelerated Reader strategy is implemented across the academy • To monitor the progress of students on the Accelerated Reader Programme • To trigger home/school communication as required • To share diagnostic information collected from STAR across the school for specific students
<p>English teacher</p>	<ul style="list-style-type: none"> • To ensure that STAR tests are conducted according to the time-line published • Dedicated reading time is built in to appropriate lessons • Quizzes are encouraged • To guide students on appropriate text choices • Year 7s have dedicated book swapping opportunities within lessons • Year 8s are monitored according to reading progress • Students from other year groups are released for reading intervention (s)
<p>SLT/SENCo</p>	<ul style="list-style-type: none"> • To oversee the implementation of the Accelerated Reader strategy • To identify students with the Literacy Leader who require further intervention (s). Students identified on Urgent Intervention and Intervention Pathway. • To facilitate the necessary training required • To ensure that appropriate TA support is provided • To monitor the progress of a key group of students
<p>Librarian</p>	<ul style="list-style-type: none"> • To ensure that the academy can offer a wide range of texts for students • To guide students on their appropriate text choices • To work with the Literacy Leader on providing key Accelerated Reader data • To help to facilitate STAR testing and quizzes for students

	<ul style="list-style-type: none"> • To provide key reward data for House competitions • Provision of online and Click and Collect library service as required
Additional teaching assistant support	<ul style="list-style-type: none"> • To work with the SENCo/Literacy Leader on the identification of children requiring further intervention • To support 1:1 reading where required • To encourage reading • To support the monitoring of reading progress