



Alcester
Academy

TO BE THE BEST THAT WE CAN BE

Whole School Literacy Policy

Author	LE and MC
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Contents:	Introduction; Aims of the Policy; Roles & Responsibilities; Policy Guidelines; Accelerated Reader Strategy

'Let us remember: One book, one pen, one child, and one teacher can change the world.'

Malala Yousafzi

1. Introduction

1.1

Literacy underpins the Academy's curriculum by developing pupils' 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 pupils 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 pupils 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 pupils' learning across the curriculum by helping all teachers and support staff to be clear about the ways in which their work with pupils contributes to the development of their overall literacy skills and a pupils ability to communicate effectively.

2.2

Recognise that literacy, in particular a focus on reading, is central to the pupils' sense of identity, belonging and growth.

2.3

Raise pupils' own expectations and confidence in literacy, thus raising standards overall within the Academy.

2.4

Highlight pupils' levels of literacy and promote knowledge and understanding of assessments in speaking and listening, reading and writing, 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 pupils' development of language owing to the fact that speaking and listening, reading and writing are in all lessons. Teachers in all subjects are to recognise where reading takes place and ensure opportunities for reading are planned into their lessons and schemes of learning.

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. This includes the management of intervention strategies for pupils with low levels of literacy.

Chairs (alongside the Numeracy Coordinator) and runs the Working Action Group for Literacy and Numeracy with the aim to share literacy strategies across all subjects. Delivers CPD throughout the academic year to ensure up to date strategies and initiatives are shared.

Manages the Pupil Literacy Leaders and supports in helping them carry out their roles and responsibilities across the whole school.

3.3 The English Department:

Provides pupils with initial knowledge, skills and understanding they need to speak and listen, read and write effectively. Supports teachers to promote high levels of literacy across the curriculum to the pupils they teach effectively. Undertake and monitor AR quizzing consistently, STAR testing three times a year and the promotion of reading for pleasure for all pupils.

3.4 LRC Manager:

Works in close contact with the Literacy Coordinator to promote whole school literacy through managing literacy initiatives, certain resources and maintaining data. Updates English department regularly on pupils' AR quizzing and the analysis of STAR assessment data.

3.5 Pupils:

Take increasing responsibility for recognising their own literacy needs and making improvements. Designated literacy leaders to help peer learning, assist in tutor literacy activities and raising the profile of literacy whole school throughout the academic year by assisting the Literacy Coordinator.

3.6 Tutors:

Responsible for implementing and delivery of bi-weekly literacy work, set by the Literacy Coordinator. Promote involvement in literacy initiatives such as World Book Day and any other literacy specific theme days throughout the academic year.

4. Policy Guidelines

4.1 Speaking and Listening

4.1a

In our teaching we should provide planned opportunities across the curriculum for pupils 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 lessons. The Literacy Coordinator will offer speaking and listening strategies to all teaching staff to support oracy across the curriculum.

4.1b

We should provide pupils 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

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 pupils' reading levels in order to make informed choices about appropriate texts and to plan appropriate support for pupils so that they may successfully access texts. All teachers should ensure that the reading ages are provided on class profiles from September of each new academic year.

4.2b

Pupils should be given the opportunity to read and follow written instruction, read texts of varying lengths, question and challenge information, read and explore ideas and theories, learn how to sift and select to effectively take notes from text to aid pupils both in their day-to-day learning as well as in periods of intense revision.

4.2c

Pupils to Star Testing three times a year, with diagnostic and screening reports used to inform planning to make all pupils demonstrate progress within literacy. Accelerated Reading programme for all year 7 and targeted 8 pupils to improve reading skills, using dedicated quizzes every three weeks consistently. STAR testing to be used for targeted 9 & 10 pupils

4.2d

Individual English teachers will closely monitor pupils with entry data of NRSS 96-104 regarding reading ages created by STAR; and 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 pupils' writing is often teacher and peer group, pupils should be encouraged to write for a wide range of intended readers.

4.3b

We should help pupils 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 pupils' ability levels.

4.3f

All teachers should provide glossaries or lists of appropriate subject specific vocabulary and encourage pupils to use them. All teachers should display subject specific vocabulary and document this throughout their SOLs.

4.3g

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

5. Literacy Whole School

5.1

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 literacy stickers on all books, folders, booklets to ensure that the Academy literacy documents (such as writing styles maps) are easily accessible to pupils. All assessment books to clearly display target grades and descriptors.

5.2

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. All students should be encouraged to participate in this.

5.3

In assemblies, to promote the high levels of Speaking and Listening that we wish to see, when speaking, pupils should stand and 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 their own assemblies.

5.5

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

5.5a Sampling work through learning looks in line with the whole school FP and Learning Walk Timetable.

5.5b 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.

Signed: _____

Chair of Sub
Mrs S Wright

Signed: _____

Headteacher
Mrs S Mellors

Date: _____

(Ratified by the Qu of Ed Sub-Committee on 18th March 2025)

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 pupils 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. Parent(s)/ Carer(s) will be informed of these tests in advance and the importance for pupils to take them very seriously. Research shows that the most successful pupils 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, pupils 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, pupils should take their on-line 'quiz'. This quiz measures the pupils' 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.

Pupils 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 pupils on when they can progress on to more difficult books based upon their quiz results.

Encouraging Reading

Accelerated Reader relies on pupils 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 pupils

Pupils 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:

Literacy Leader within the academy	<ul style="list-style-type: none"> • To develop a whole school literacy strategy • To develop a whole school literacy improvement plan • To ensure that the literacy policy is maintained and implemented across the school with positive impact. • Lead on intervention strategies and packages to improve the levels of literacy at Key Stage 3 • Track key students' progress and identify students 'at risk.' • Ensure high quality intervention packages are delivered with positive outcomes including oversight of Renaissance Accelerated Reader/Sparx Reader. • To analyse data to identify the needs of the school and individual students. • To communicate new initiatives to parents/carers. • To provide an annual programme of tutor work. • To develop a resource bank and share good practice in order to develop colleague's skills. • To deliver appropriate CPD to colleagues as required. • To work closely with the SENCO to meet the needs of the school.
English teacher	<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 • Pupils from other year groups are released for reading intervention (s)

SLT/SENCo	<ul style="list-style-type: none"> • To oversee the implementation of the Accelerated Reader strategy • To identify pupils with the Literacy Leader who require further intervention (s). Pupils 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 pupils
LRC Manager	<ul style="list-style-type: none"> • To ensure that the academy can offer a wide range of texts for pupils • To guide pupils on their appropriate text choices • To work with the Literacy Leader on providing key Accelerated Reader data • To help facilitate STAR testing and quizzes for pupils • To provide key reward data for the English Department • Provision of online and Click and Collect library service as required. • To manage the School Pupil Librarians. • To monitor the progress of students on the Accelerated Reader Programme • To share diagnostic information collected from STAR across the school for specific pupils
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