



Excelsior Academy Literacy Policy

At Excelsior Academy we believe that literacy is central to good communication and an essential requirement for effective learning. Literacy unites the core skills of reading, writing, listening and speaking and enhances the ability to use and understand oral and written language to communicate.

School Principals are responsible for implementing The Academy's Literacy Policy within their school to fit with their school's curriculum design and delivery.

All Academy teachers and curriculum staff are responsible for developing the literacy skills of all our pupils. In addition there are teachers within the Academy who have Academy wide Leadership and Management responsibility for implementing our Literacy Policy.

All teachers and curriculum staff are responsible for ensuring that their assessment for learning, planning, teaching and monitoring of all pupils' learning, regardless of their ability, addresses the literacy development needs as well as the subject specific needs of all pupils.

Where pupils' literacy skills are weak and/ or impede their ability to engage with curriculum (at the expected National Curriculum Key Stage Level), or if English is not their first language, they will be supported through a personalised literacy development programme. This is likely to include some aspects that will be addressed through specialised teaching and some aspects that will be addressed through the curriculum/ subject content delivered by a number of teachers or curriculum staff.

Key Stage Development Leaders for Literacy are responsible for working with teachers and curriculum staff to assess the literacy need of pupils then develop appropriate learning and teaching to ensure that pupils make good progress. They are also responsible for providing specialist teaching and/or organising specialist teaching from within and beyond The Academy as appropriate.

All Subject Development Leaders are responsible for ensuring that the literacy development of all pupils is included in all planning, delivery of learning and teaching and assessment recording and reporting within the subject or curriculum area across the Academy.

Standards Managers are responsible for working with their School Principal to ensure that there is a consistent and cohesive approach to developing literacy for all pupils through their school's curriculum and as appropriate through specialist teaching and that all pupils achieve their expected standards of attainment (with respect to literacy).

Pupils are responsible for:-

- Working co operatively with Academy staff to identify and assess their literacy development needs.
- Working to the best of their ability in all learning situations.
- Attempting all tasks set even though they might not interest them.
- Completing all work set and returning it to the appropriate staff member within the given timescale.

Parents/ Carers are responsible for:-

- Working co operatively with staff of The Academy to support their child's literacy development.
- Encouraging their child to read and talk about what they have read.
- Encouraging their child to talk about their learning.
- Encouraging their child to listen attentively to other people and to contribute constructively to conversation in a range of situations.
- Reading their child's progress reports, praising good work and discussing concerns.
- Attending meetings arranged for the purpose of discussing or supporting their child's learning.

P. M. Marshall
Executive Principal
Excelsior Academy

Pupil Entitlement:

Pupils have an entitlement to participate in planned learning and teaching programmes which:

- Develop their ability at whatever level, to understand and use language effectively.
- Build on their skills and knowledge of language as they move through phases of their education.
- Develop their literacy skills in an integrated way together with a rich and balanced experience of using and enjoying written and oral language.
- Offer effective teaching with clear explanation, skilful questioning and extended dialogue.
- Programmes which are based upon a clear set of agreed expectations and assessment criteria which is shared with pupils.
- Allow consultation and discussion of targets.

Parent/Carer/Family Engagement:

It is crucial to recognise the importance that parents, carers and families can make to improving their children's literacy skills. Parents will receive information about their child's progress and attainment through the Academy Mentor scheme. Where appropriate, advice on how to enhance their child's literacy skills will be given. Opportunities will be in place in all four schools to help engage families to develop their own literacy skills.

Annex 2.

Literate secondary pupils should be able to:

- Read and write with confidence, fluency and understanding.
- Be able to use their skills in speaking and listening to explore, articulate and extend their understanding of texts.
- Be able to use reading cues to monitor their reading and correct their own mistakes.
- Understand the sound and spelling system and use it to spell and read accurately.
- Have an interest in words and meanings and develop an extensive vocabulary.
- Know and understand and be able to write for a variety of purposes and audiences.
- Understand the differences between text types and be able to use them confidently.
- Be able to plan, draft, revise and edit their own writing.
- Be able to use ICT to produce texts for different purposes and audiences.
- Develop a technical vocabulary with which to discuss and write about different areas of the curriculum and be confident users of subject specific vocabulary.
- Enjoy reading for its own sake.
- Through reading and writing develop their creative and imaginative awareness.
- Research independently and make notes from a variety of sources.
- Use appropriate reading strategies to extract information.
- Use talk to question, solve problems, develop thinking skills, evaluate, hypothesize.
- Be able to write in a cohesive style using appropriate punctuation, sentence structure, paragraphing and other technical strategies.

Annex 1.

It is expected that each school will develop an individual Action Plan for Literacy.

Speaking and Listening:

Pupils language especially their speech, is part of their identity and therefore should be treated with care and respect and not belittled in any way.

Pupils should feel that what they have to say is valued in the Academy and that it is a place where ideas can be expressed and respected.

Speaking and Listening activities should aim to provide opportunities for pupils to:

- Talk for a range of purposes and a variety of audiences.
- Plan, discuss and evaluate their speaking and listening.
- Explore ideas through drama and role play in all curriculum areas.
- Use talk to explore and develop ideas.
- Use talk to express their feelings and opinions.
- Use talk to plan, explore and evaluate other activities.
- Ask questions as well as answer them.
- Listen and respect the ideas of others.
- Use talk to solve problems collaboratively.
- Have opportunities to listen to standard English speech.

In addition for bilingual learners the activities should provide them with opportunities to:

- Interact with competent English speakers.
- Talk in their home language.

In addition for learners who have speech, hearing or sight difficulties

- Have speaking and listening experiences which take account of their difficulties through specialist support.

Approaches:

Lessons should help pupils to:

- Value and respect the talk of others.
- Value speaking and listening as a primary medium of learning.
- Learn to select from, re-formulate and challenge what they hear.

Organisation:

The Academy will aim to provide:

- Activities which are structured to make speaking and listening an essential part of the activity.
- A variety of oral activities that give pupils opportunity to participate fully and purposely.
- A variety of activities that allow pupils to develop their listening and critical skills.
- A variety of groupings that allow pupils to work collaboratively with others.
- Opportunities for pupils to meet with their parents to discuss their speaking and listening progress.
- Speaking roles for bilingual learners or learners with specific difficulties to ensure participation and build confidence.

Appropriateness:

The Academy will aim to provide:

- Help pupils to select an appropriate degree of formality in relation to purpose and audience.
- Help pupils to appreciate the differences between standard English and non standard dialect forms and to choose the appropriate form for their purpose
- Foster pupils self esteem by encouraging home languages and dialects.

Assessment:

The Academy will :

- Assess speaking and listening on a regular basis.
- Use the assessments to help plan future work.

Reading.

Reading covers many skills e.g. reading for information, understanding, inference. Pupils spend most lessons engaged in some form of reading and it is important that the texts are challenging and accessible. Reading for pleasure should be encouraged through a variety of experiences.

Activities:

The Academy will provide opportunities to:

- Use reading for information, research and understanding.
- Use Academy resources to enhance reading opportunities.
- Use ICT to find information.
- Use a variety of programmes to develop and support reading.
- Read for pleasure.
- Promote whole Academy reading activities and strategies.

Approaches:

In learning and teaching opportunities will be provided to:

- Draw pupils attention to the structure of texts e.g. referring to contents pages, indexes and chapter headings.
- Help pupils to adapt their style of reading to their purpose e.g. skimming, scanning or close reading.
- Tell pupils the purpose of any reading activity.
- Teach pupils to select information that is relevant.
- Encourage pupils to question and challenge information.
- Talk and discuss with pupils their subject reading.
- Provide opportunities for reading aloud.
- Provide opportunities for inexperienced readers of English to read in pairs or small groups.
- Provide differentiated reading materials where appropriate.
- Provide structured frames to support pupils reading.

Resources:

The Academy will ensure that individual schools and subject areas to:

- Provide high quality displays of reading material relevant to topic and national curriculum subjects.
- Provide a variety of different types of material in addition to books and ICT.
- Provide high quality reading materials at appropriate levels of interest and challenge.
- Ensure that culture and gender is balanced.
- Provide high quality displays of subject specific vocabulary which are regularly reviewed and changed.
- Provide subject dictionaries where possible.
- Provide DARTS for each scheme of work.

Assessment and Reporting:

The Academy will:

- Refer to children's use of reading in assessments and pupil reports.
- Use the assessments of pupil's reading to help plan future work.
- Set, monitor and review targets.
- Research and implement appropriate reading tests.

Writing:**Activities:**

The Academy will provide opportunities for pupils to:

- Write for a range of purposes in a variety of forms.
- Write for a variety of audiences including real audiences.
- Plan, draft, discuss and reflect on their writing.
- Use strategies to engage pupils in writing at length.
- Use strategies to allow pupils to write freely to help develop new understandings.
- Use ICT to help re-draft, discuss and reflect.
- Use ICT for publishing and presenting writing.

Approaches:

Lessons will:

- Make connections between pupils writing and reading so that there are clear models for writing.
- Provide clear literacy objectives and targets.
- Provide models for the process of writing.
- Provide a variety of differentiated frameworks to support pupils with their writing.
- Help pupils to plan, draft and evaluate their writing where appropriate.
- Set writing tasks which have a clear and immediate purpose.
- Draw attention to the purpose and audience of each piece of writing.
- Teach pupils to structure their writing using sentences, paragraphs and headings as appropriate.
- Provide an understanding when appropriate of the requirements of writing for formal assessment.

Handwriting, spelling and presentation:

The Academy will expect subject areas to:

- Expect and promote high standards of presentation.
- Expect pupils to date, title and underline work where appropriate.
- Provide dictionaries, glossaries and lists of appropriate subject vocabulary and encourage pupils to use them.
- Display key words in working areas.
- Develop a range of strategies to help pupils learn spellings.

Marking, assessment and reporting:

The Academy will:

- Give priority to content, ideas and meaning when responding to pupils writing.
- Respond constructively to pupils work using Assessment for Learning techniques.
- Refer to pupils writing in assessments and reports.
- Use the assessment of children's writing to plan future work.
- Set, monitor and review targets.
- Provide opportunities for formal writing assessment conditions.