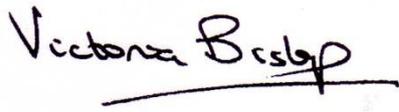




Sir Christopher Hatton Academy

A Member of Hatton Academies Trust



Title	Literacy Policy
Reviewed	December 2017
Next Review	December 2018
Associated Policies	
Originator	C. Raku
Approved	



Literacy Across the Curriculum Policy 2017-18

1. Vision:

At Sir Christopher Hatton Academy, we are committed to developing the literacy skills of our students, in the belief that it will support their learning, enabling them to access the whole curriculum and in turn raise standards for all. It is our belief that all teachers are teachers of literacy. We believe that all teaching contributes to students' development of language since speaking, listening, reading and writing are, to varying degrees, integral to all lessons.

2. Rationale:

Literacy across the Curriculum is important because:

- students need vocabulary, expression and organisational control to cope with the cognitive demands of subjects
- reading helps us to learn from sources beyond our immediate experience
- responding to higher order questions encourages the development of thinking skills and enquiry
- writing helps us to sustain and order thought
- language helps us to reflect, revise and evaluate the things we do, and reflect upon the things others have said, written or done
- improving literacy can have an impact on students' self-esteem, motivation and behaviour; it allows students to learn independently; it is empowering
- The reading age of the new GCSE papers, across all subjects, is just over 15 years.

3. Developing Literacy Skills across the Academy

Language is the prime medium through which students learn and express themselves across the curriculum and all teachers have a stake in effective literacy development.

At SCHA, we expect all teaching staff to:

1. create a positive, inspiring, literacy-enriched environment which promotes speaking, listening, reading and writing
2. use the SCHA marking policy to explicitly mark for literacy mistakes



3. support daily, whole academy DEAR (Drop Everything and Read) sessions, monitoring students' reading and modelling reading habits to students
4. support the whole academy reading strategy (Accelerated Reader) by monitoring students' Reading ages and encouraging students to read regularly and widely
5. ensure that students respond to literacy marking and feedback during subject DIRT time
6. ensure that appropriate provision is in place for those students with reading ages that are below their chronological age, as identified on Class Profiles
7. ensure that students are explicitly aware of the literacy links in their subject and in every lesson
8. ensure that use of the Learning Resource Cen is an integral part of every pupil's learning
9. ensure that there are planned activities in the curriculum to allow pupils to learn and practise their range of literacy skills
10. attend INSET and workshops on teaching of literacy.

4. At SCHA, the Literacy Coordinator and VP with responsibility for whole academy literacy will:

1. identify the strengths and weaknesses in students' work from across the academy through the use of work scrutiny, pupil interviews, learning walks, etc.
2. organise literacy testing (STAR test) thrice annually in key stage three as one measure of literacy
3. liaise closely with key staff responsible for the progress of students (HODs, SENCO, SAP responsible for standards etc.) in order to organise timely interventions for students with low levels of literacy
4. identify literacy cross-curricular priorities for each year
5. identify and make use of all relevant resources and training on developments in literacy teaching
6. ensure that use of the Learning Resource Centre is an integral part of every pupil's learning
7. raise parents' awareness of the role of literacy in their children's development
8. ensure that subject areas are teaching literacy elements identified in the National Curriculum
9. Provide CPD opportunities

5. Speaking and Listening

All teachers should:

- teach students to use language precisely and coherently; students should be able to listen to others, and to respond and build on their ideas or views constructively



- develop strategies to teach students how to participate orally in groups and in the whole class, including: using talk to develop and clarify ideas; identifying the main points to arise from a discussion; listening for a specific purpose; and, discussion and evaluation.

6. Reading

All teachers should:

- model good reading habits to students
- provide students with opportunities for wider reading
- aim to instil in students a level of literacy that will enable them to cope with the increasing demands of subjects in terms of specific skills, knowledge and understanding
- teach students strategies to help them to:
 - read with greater understanding;
 - locate and use information;
 - use skills of skimming and scanning;
 - follow a process or argument;
 - summarise; synthesise and adapt what they learn from their reading
- use DARTs (Direct Activities Related to Texts) activities to develop reading skills and engagement with texts
- build on, and share, existing good practice through training on Inset days, CPD sessions or Department Meetings.

7. Writing

All teachers should:

- provide opportunities for a range of writing including sustained writing
- promote student use of the POINT, EVIDENCE, ANALYSIS (PEA Method) when they are engaging in extended writing activities, where applicable
- make connections between students' reading and writing (use the teaching sequence for writing), so that students have clear models for their writing
- model the writing process when undertaking production of texts so that explicit teaching/consolidation of showing students *how* to write is evident
- link Text, Audience and Purpose (TAP) into their teaching of extended writing task so that students are clear about the importance of recognising audience and purpose.



8. Spelling and Vocabulary

All teachers should:

- teach the vocabulary specific to their subject
- teach strategies to learn subject specific vocabulary and understand the meanings and usage of the key words for their subject
- displays key vocabulary in classrooms
- explicitly display subject specific key vocabulary for the current lesson
- use a consistent approach to the marking of spelling and subject specific vocabulary
- ensure that incorrectly spelt subject specific terms and words that are consistently being misspelt are identified and corrected by the student
- ensure that DIRT tasks are built into teaching to allow students the opportunity to respond to marking and ensure that there is clear evidence of this in students' work.

9. Quality Assurance, Monitoring and Evaluation

We will monitor progress through:

- sampling students' work in different subject areas
- discussing, in a formal situation, adherence to the stated policy
- interviewing students about teaching techniques which help them with their reading and writing skills, and reporting their comments to staff
- literacy learning walks to determine areas where further intervention/support is needed
- monitoring walks to ensure adherence to whole academy DEAR time
- scheme of work sampling
- analysis of STAR literacy tests and Accelerated Reader records
- close liaison with key staff responsible for the progress of students

Review of whole academy literacy policy and priorities will take place: July of each academic year

10. Whole academy roles and responsibilities:

Role	Responsibility	Staff responsible	Line Manager
VP with responsibility for Literacy	An identified senior manager will lead and give a high profile to literacy development and be responsible for monitoring progress across the	CR	AW



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across the curriculum	academy and assessing standards of students' literacy.		
Literacy Coordinator	Supports departments in the implementation of strategies and encourages departments to learn from each other's practice by sharing ideas.	SH	CR
English Department	Provides students with the knowledge, skills and understanding they need to read, write, speak and listen effectively and play a key role in identifying cross-curricular literacy priorities, targets and objectives.	English teachers & HLTA	BC
SEN Department	Provides targeted intervention to pupils with identified SEN needs for whom literacy is a barrier to learning.	CC & SEN team	GS/CR
Librarian	Promotes reading across the academy and encourages the development of vital research and study skills.	NE	SH
Teachers across the curriculum	Contribute to students' development of language by developing skills of speaking, listening, writing and reading skills during lessons.	ALL TEACHING STAFF	SH, CR, all CLs
Data and Assessment Manager	Provides staff with data on student levels of literacy and support staff to use available data from each key stage to inform planning and to set numerical and curricular targets for each cohort.	SH (literacy data), AW, Data Team	SH & CR
Parents	Encourage their children to use the range of strategies they have learnt to improve their levels of literacy.	ALL PARENTS	SH, CR & Form Tutors



Students	Take increasing responsibility for recognising their own literacy needs and making improvements.	STUDENT BODY	All staff
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11. Key Priorities Agreed for 2017/18

Each subject will contribute to the raising of standards within their curriculum area by:

- providing planned opportunities for pupils to practise the skills relevant to their department during DIRT time
- supporting whole academy literacy strategies including DEAR and Accelerated Reader
- developing strategies to enhance technical accuracy in pupils' work
- improving the quality and usefulness of literacy based displays
- developing the use of the Learning Resource Centre
- closely monitoring the progress of all students and flagging any students for whom literacy is a concern to the Literacy Coordinator.

Our academy is committed to raising standards of literacy in all its pupils, through a coordinated approach.

Every teacher has a role to play in this process.