



# SKEGNESS ACADEMY

## Literacy Policy

'Literacy is a bridge from misery to hope. It is a tool for daily life in modern society. It is a bulwark against poverty, and a building block of development, an essential complement to investments in roads, dams, clinics and factories. Literacy is a platform for democratisation, and a vehicle for the promotion of cultural and national identity. For everyone, everywhere, literacy is, along with education in general, a basic human right...Literacy is, finally, the road to human progress and the means through which every man, woman and child can realise his or her full potential.'

(Kofi Annan 1997)

### Intent

#### Section 1: Rationale and aims

We recognise that:

1. Literacy is fundamental to all areas of learning, as it unlocks access to the wider curriculum.
2. Competence and confidence in literacy, including competence in grammar, spelling and the spoken word, are essential for progress in all areas of the curriculum.
3. Some students will enter Year 7 with literacy levels below national average; these students need urgent catch-up intervention to plug those gaps before it affects their progress in all areas.
4. Being literate is central to an individual's development and well-being in our society. It increases opportunities for the individual in all aspects of life and lays the foundations for lifelong learning.
5. Literacy skills are essential in developing critical and creative thinkers. Competence and confidence in oracy, reading and writing underpin important personal, inter-personal and team-working skills.
6. The teaching of, and whole-school approach to literacy across the curriculum, is key to the raising of standards in the school.
7. All teachers are teachers of literacy and in their subject teaching they have a responsibility in the promoting and teaching of language and literacy development.
8. Language is the main medium we use for teaching, learning and developing thinking, so it is at the heart of teaching and learning.
9. This policy is an integral part of the whole school curriculum and that its content and approach is adopted consistently and systematically across the curriculum.

Literacy intent:

At the Skegness Academy, we aim to create a community in which reading, writing and oracy serve as the foundation for life-long learning. We believe this is vital in their development as individuals, as well as for their academic achievement. All children should view themselves as readers and writers.

We intend to help students:

- read and write with confidence, enjoyment, fluency and understanding – orchestrating a range of independent strategies to self-monitor, evaluate and correct;
- develop an increasing working knowledge of Standard English;
- have an interest in words and their meanings, developing a growing working vocabulary in spoken and written forms;
- develop their powers of imagination, inventiveness and critical thinking
- communicate effectively;
- understand a range of text types and genres and be able to write in a variety of styles and forms appropriate to the task or situation;
- grow in confidence as they develop their literacy skills;
- have suitable technical vocabulary to explain their thinking;
- become articulate

## Section 2: Requirements

### **Reading – reading helps pupils to learn from sources beyond their immediate experience and inspires them to acquire knowledge.**

- To create an environment where reading is promoted across the school.
- To embed disciplinary literacy, where specific subject reading skills are explicitly taught and where there is a subject focus on tier 2 and tier 3 vocabulary.
- To ensure the teaching of vocabulary is consistent across the school, ensuring students know what to do when they come across a word they do not understand.
- To provide time in school every week through DEAR for all students to read.
- To support reading through a range of varied and appropriately differentiated reading resources and techniques.
- To promote and support reading in non-school hours.
- To implement a more robust assessment process in order to identify weakness and strength, which in turn is used to inform planning and intervention.
- To use Accelerated reader to monitor, support and advance student reading within and out of school hours.

### **Writing - writing helps pupils to sustain and order thought.**

- To provide students with a range of challenging writing tasks.
- To provide students with real audiences and creative writing outlets where possible.
- To support writing with frames or scaffolds where appropriate, and use modelling, within subjects.
- To allow students to apply their writing skills within all areas of the curriculum.
- To ensure grammar, spelling and handwriting are supported in all subjects.
- To promote and support writing in non-school hours.

### **Oracy - language helps pupils to prepare, reflect, revise and evaluate the tasks they undertake, and on the things others have said, written or done.**

- To raise awareness of the importance of oracy across the school.
- To allow students to become more confident speakers.
- To encourage a more systematic approach to the use of oracy tasks in all subjects.
- To support all departments and subjects in embedding oracy within their area.
- To ensure students have the opportunity to learn key oracy skills and have key oracy experiences each year.

## Implementation

### Responsibilities

- The Lead Practitioner within English and Literacy, with the support of the RAB, will lead and give a high profile to the school's vision for literacy.
- Teachers across the curriculum will take every opportunity to provide students with the knowledge, skills and understanding they need to read, write, speak and listen effectively.
- Learning support staff will provide additional scaffolding for students with identified literacy weaknesses.
- Those with a Teaching and Learning Responsibility will support departments in the implementation of strategies and encourage departments to share good practice. They will regularly monitor students' progress in literacy and the impact of literacy interventions and review provision accordingly.
- Parents should encourage their children to develop their literacy skills through encouraging reading for pleasure at home. This will be promoted by the school Librarian.
- Students will take increasing responsibility for recognising their own literacy needs and making improvements.

All staff will:

Oracy	Writing	Reading
<ul style="list-style-type: none"> <li>• Lead by example, ensuring Standard English is used at all times and is expected in response.</li> <li>• Challenge students when slang or inappropriate colloquialisms are used.</li> <li>• Encourage the correct use of English in the classroom environment.</li> <li>• Encourage students to correct their own speech when errors are drawn attention to.</li> </ul>	<ul style="list-style-type: none"> <li>• Model high standards of presentation. (All work to be presented with date and either a Learning Objective or a Learning Question.)</li> <li>• Model all pieces of writing – never assume that the student will know what structure or tone to employ. Use writing frames etc. to aid extended writing for those who need them.</li> <li>• Follow specific systems as directed by your faculty (PEEL/PEE/PECD)</li> </ul>	<ul style="list-style-type: none"> <li>• Provide opportunities for reading as a class, in groups and individually. Encourage reading aloud if appropriate to task.</li> <li>• Model reading out loud.</li> <li>• Explicitly teach subject-based reading skills.</li> <li>• Develop the academic reading skills of our students.</li> <li>• Encourage further reading around the subject.</li> </ul>

<ul style="list-style-type: none"> <li>• Create opportunities for talk in a range of contexts and forms: whole class discussion, small group discussion, paired discussion, individual contribution, role-play etc.</li> <li>• Explicitly teach oracy skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Promote punctuation, spelling and grammar within any writing task.</li> <li>• Take every opportunity to expand vocabulary and range of expression. Be explicit about what vocabulary or key words you expect to find in any given piece of writing.</li> <li>• Insist on the use of full sentences within writing tasks.</li> <li>• Take opportunities for peer literacy marking, using the literacy-marking key. Focus on one or two aspects per opportunity e.g. are all key words spelled correctly?</li> </ul>	<ul style="list-style-type: none"> <li>• Set reading and research tasks as part of class work.</li> <li>• Promote skimming and scanning skills in lessons.</li> <li>• Develop students' ability to locate and retrieve information; to select and interpret information; to collate supporting details within a text; to collate material from a variety of texts, including different types of text.</li> <li>• Take every opportunity to promote the enjoyment of reading.</li> </ul>
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#### Marking for Literacy

All staff will:

- Follow the Skegness Academy literacy marking policy when assessing students' work.
- Display the marking key/poster in their classroom.
- Underline or circle mistakes and place appropriate symbols in the margin. If no margin available, symbols can be placed next to the error.
- It is not policy to indicate every single mistake in students' work especially when marking work of students who have low levels of literacy in all areas of spelling, punctuation and grammar. Specific areas may be targeted in different assessments. Please see the marking policy for more detail.
- Ensure that the student knows which particular literacy focus will be assessed beforehand e.g. The particular focus for this piece of writing will be the correct spelling of all key words and the correct use of paragraphs.
- Take opportunities to praise, either verbally or through marking, the effective and accurate use of literacy skills.
- Ensure marking for literacy is embedded into wider marking policy e.g. correct colour pens used for praise and areas for development.

Code in the margin	Circled/underlined in the text
sp.	You have made a spelling mistake.
g.	You have made a grammatical mistake.
p.	You have punctuation/a capital letter missing or you may have used the wrong type of punctuation.
exp.	Your expression is unclear/ does not make sense.
//	A new paragraph is needed.
vocab.	Your vocabulary could be improved. This can also be used to show where slang should be replaced with vocabulary that is more formal.
ww.	The wrong word has been used.
s.	This is not a full sentence (^ can be used to highlight where something is missing).
tense.	The wrong tense has been used.

### Using this in practice

Spellings should be dealt with in one of two ways:

1. The teacher corrects the spelling and the student writes in out three times. It then is written into the student's spelling book.
2. The student looks up and corrects the spelling themselves in red pen. It is then written into the student's vocabulary book.

How much should I correct?

- Mark one paragraph for punctuation. If a student is making the same errors throughout, let them use your corrections to correct another paragraph.
- Correct between 5-10 spellings depending on the ability of the student.
- You may correct more than one grammar mistake but focus on one during the feedback.

Vocabulary

- Provide an alternative to be written in their vocabulary book or get them to find possible alternatives to put in their vocabulary book.