

CHESLYN HAY ACADEMY

Literacy Policy

INTRODUCTION

What is literacy?

Literacy is the ability to create and make sense of different forms of communication. For teachers, literacy is about improving students' speaking, listening, reading and writing skills. Although it may be thought of as the province of the English Department, any subject which makes use of texts has a responsibility to reinforce the reading, written and verbal communication skills of the students that they teach.

Literacy at Cheslyn Hay Academy

At Cheslyn Hay Academy all teachers, regardless of their subject discipline, have high expectations for pupils' achievements in literacy. Being literate, in all senses of the word, not only has a measurable impact on academic achievement, but is also a vital skill that our students will need when they make the transition into adult life and the demands of the world in which we live.

Our focus on the need for good literacy skills is reflected in the requirement highlighted in all public examinations for the need for accuracy in spelling, punctuation and grammar (SPAG) The attention given to these elements of written communication have become a national educational focus.

What are we doing in school at present to help improve students' literacy skills and to raise awareness and the importance of literacy?

Along with the high standards of teaching and learning of literacy within the English lessons at the school, the following are other strategies that are currently being used:

- High standards of literacy and oracy expected in all lessons, across all subjects. The use of specialist, tier 3 vocabulary role modelled by staff. Use of such language expected of students and supported, acknowledged and rewarded where appropriate
- Literacy activities within registration time, including advocating 'reading for pleasure' and a Literacy Bulletin where wider literacy topics are shared and discussed
- Investment in 'MyOn', which provides online books for students, including audiobooks and assistance with vocabulary where necessary
- Additional reading material provided through Google Classroom, where online versions of some of the most popular books can be accessed
- Staff visibly reading alongside students in reading time is encouraged
- Intervention lessons are scheduled so that students who struggle with the literacy aspect of their KS4 lessons can get additional support in an individual or small group environment
- In KS3, additional literacy (and Maths) lessons are provided for targeted students with the greatest need. Intervention classes have access to online classrooms where all resources can be posted and progress monitored
- Reading levels assessed periodically through Accelerated Reader, informing staff of where the greatest support is required and guiding the nature of this support
- More bespoke assessments taking place for students with the greatest need
- GCSE English revision resources are used within registration time
- Post holders in English at both Key Stages 3 and 4 support learning mentors and teaching assistants to enable them to help students with their English studies
- Sixth Form students read alongside KS3 students in tutor time
- Dedicated staff work with those students who require literacy intervention, specifically addressing reading skills through the reading recovery programme
- Key stage 3 focus on supporting students' reading through dedicated reading time across the curriculum
- Continuous writing is subject to the whole school marking for literacy policy.
- Introduction of the accelerated reading programme to all KS3 students

Plans for the future

These are the areas of focus for the next phase of the development of literacy across the school.

- Relaunch of the school library, encouraging greater use following a reduction in the academic years affected by the pandemic

- Provide further and ongoing CPL on marking for literacy.
- Ensure that the marking for literacy code is embedded and quality assured in our marking and assessment policy.
- Ensure that spelling errors are addressed in a consistent way in exercise books across all subjects.
- Ensure that Tier 3 vocabulary to support curriculum needs is foregrounded with students and embedded in learning

Lead SLT member: ACO

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