

# CHESLYN HAY ACADEMY

## Literacy Policy including catch up funding

### 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:

- Literacy activities within registration time, including advocating 'reading for pleasure' wherever possible.
- Literacy home learning, such as reading a text or article and a low-stakes quiz following this.
- Investment in 'MyOn', which provides online books for students, including audiobooks and assistance with vocabulary where necessary.
- Prominent displays and regular discussion about what staff are presently reading. Staff visibly reading alongside students in reading time.
- 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.
- 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
- Embedding expectations of literacy through the learning environment in every classroom.
- Continued emphasis on oracy in every classroom, including the use of tier 3 vocabulary.
- 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.

- 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

## Use of accelerated learning funding to support literacy and numeracy

Cheslyn Hay Academy is determined to support students who have not made national expected progress in either or both of English and Maths to ensure that core skills are both developed and strengthened. Our aim is to embed success in English and Maths in order that students can be successful across a rich and diverse range of subjects with a core literacy and numeracy base.

### Strategies

- Intervention lessons are scheduled so that targeted students can still access mainstream English and Maths lessons, it forms an enhancement to core provision
- The Literacy programme is promoted through an intensive focus on ensuring that students who are beneath threshold on entry are actively reading for meaning
- Targeted students receive additional literacy lessons in Key Stage 3
- Skills work booklets support learning in class and are made available to parents and students outside of school time
- The Maths programme is based on a small group, intensive focus model
- Targeted students are also encouraged to attend additional KS3 support once a week after school
- Additional resources are made available to KS3 students through digital technology and the MyOn service, where audio books and assistance with vocabulary can be provided.
- Intervention classes have access to online classrooms where all resources can be posted and progress monitored
- Saturday school provision is made available to targeted students in KS3
- Involvement in the National Tutoring Programme for targeted KS4 students which delivers both Literacy and Numeracy support

### Plans for the Future

- Instigate a summer school programme with a Literacy and Numeracy focus to aid the transition of Year 6 students into 7

**Lead SLT member: ACO**

**Date of next review: 07.22**

**Reference: Literacy ACO 08.21**