



LongfieldAcademy

Literacy Policy

September 2023

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H Freeman

Literacy Policy

Vision

Students should be given every opportunity possible to develop their reading, writing and speaking skills, so that they have the tools necessary to access the whole curriculum and achieve outcomes for a happy and successful life.

Rationale

“Reading is the gateway to learning. It is the key to students’ future academic achievement and wellbeing. Students who struggle to read words accurately quickly fall behind their peers. They read less and do not accumulate the necessary background knowledge and vocabulary from reading. To fulfil the demands of the secondary school curriculum, students need to be able to read age-appropriate texts fluently. Students who cannot read well are not able to access the curriculum and are disadvantaged for life. It is therefore essential that reading is a priority to prevent students from falling any further behind with their education.” (GOV.UK Gill Jones, Deputy Director, Schools and Early Education, April 2022)

At Longfield Academy, we fully support the above statement and strongly believe that each student should be given every possible opportunity to develop their reading, writing and speaking skills. As a school, we are committed to ensuring that our students experience quality first teaching across the curriculum and we recognise that the explicit teaching of literacy is integral to this. Therefore, at Longfield Academy, every teacher is a teacher of literacy.

The term literacy refers to all aspects of language development: reading, writing, speaking and listening. It is imperative that all subject areas are aware of the importance of literacy and contribute to the successful teaching of it. Our regard for its importance also extends to support areas and the whole school environment, as well as links with home and the wider community.

The aim of this policy is to assist all members of staff in improving whole school literacy levels by establishing a shared approach to literacy development. As part of the Leigh Academies Trust, we have over the past year created an emphasis on disciplinary literacy which highlights the importance of every teacher communicating their subject through academic language, and that reading, writing, speaking and listening are at the heart of engaging successfully with every subject at the academy. Furthermore, the policy aims to clarify the fundamental principles which underpin this. In more detail, the Longfield Academy literacy policy is underpinned by five key areas:

1. Disciplinary literacy
2. Reading fluency
3. Writing
4. Structured talk
5. Intervention

1. Disciplinary Literacy

Disciplinary literacy covers the academic reading, writing, spoken and multi-modal skills used within each subject area. Understanding disciplinary literacy essentially means mapping, understanding and supporting the individual needs for literacy within each curriculum area. Unlike primary study, secondary education is delivered by a range of teachers with different subject specialisms, many of which are not experts in reading or literacy. Disciplinary literacy seeks to build a better understanding of the literacy needs within each subject area, the crossover between subject areas, and how literacy can best be supported across the curriculum. In order to fully embed disciplinary literacy across the school, we ensure that:

- The literacy offering is consistent across the academy.
- Teachers' understanding of literacy teaching is accurate and current in order to provide subject specific support.
- The cognitive load of students is managed effectively by avoiding the teaching of contradictory or repetitive methods of writing across different subject areas. Instead, consistent methods are used.
- All staff feel secure enough to ask for literacy support, offer guidance to students and feel confident when modelling and stating that they are a teacher of literacy.
- Reading for pleasure, academic reading and reading aloud are all explicitly used and/or encouraged across the curriculum.
- Students are given opportunities to develop their oracy skills; discussion and structured speech are established practice and students adapt their speech to suit different contexts and audiences.

2. Reading Fluency

Reading fluency refers to the importance of having designated reading, comprehension and vocabulary practice as a part of both subject curriculum and whole academy planning. We recognise that fluency will not happen if students decoding and vocabulary comprehension is not secure or well practised. Therefore, it is important to provide CPD to support staff in the teaching of reading and this is strategically delivered throughout the year. Staff are equipped with strategies to improve reading fluency of students. Reading is promoted across the academy by subject departments and whole school initiatives in a variety of ways: vocabulary displays, post-16 and peer reading buddies, intervention programmes, tutor-led reading, the Learning Resource Centre (LRC), literacy specific CPD, and annual events such as World Book Day.

Our LRC is a hub of activity and is a place that is accessible to all. Students are encouraged to use it as a place for study and to read for pleasure. Students are supported by the LRC Manager with book selections and specific requests for new titles are encouraged through the use of the academy LRC website.

We are aware that students who find reading difficult are unlikely to read for pleasure and therefore likely to fall behind academically compared to those students who read regularly. As a result, we have made it a priority for all KS3 students to have access to Bedrock Learning – a digital reading programme designed to improve reading fluency, vocabulary and comprehension. Students are assessed and a bespoke programme of learning is offered based on their ability. Regular targets are set and progress is celebrated by the academy. Students have designated time both in school and at home to complete the programme.

All students in KS3 and KS4 undertake tutor-led reading sessions at least once a week. During these sessions, staff model reading fluency and decoding strategies and explicitly teach new vocabulary using the reciprocal reading approach. Reciprocal reading is also a strategy that has been adopted at Longfield Academy by all teaching staff and across all subject areas. The strategy encourages students to focus on four key elements when reading a text: predicting, clarifying, questioning and summarising. It also provides opportunities for both teachers and students to read aloud.

Students are assessed regularly throughout the year to assess the need for specific reading interventions and support and to closely monitor student progress. Data is gathered from NGRT tests, phonics assessments and scaled scores gathered from SATs exams at KS2. Depending on the reading needs identified, students will be placed on a 'Longfield Reading Pathway'. Each pathway provides specific support for students' needs. This will include, but is not limited to:

- One-to-one reading support to improve fluency
- Extra opportunities for students to read aloud
- Phonics programmes
- Lexia
- Invitations to attend specially selected book clubs

Teachers across the academy are expected to embed the explicit teaching of vocabulary into the lessons, thus enabling students to become 'word-rich'.

3. Writing

All students at Longfield Academy, regardless of which subject they are studying in, will be given opportunities to develop their writing skills. Staff are expected to support students through explicit instruction when completing writing tasks. When creating written work students are encouraged to:

- Plan their writing in detail using a 'boxing up' grid when appropriate
- Refer to quality models provided by teaching staff
- Proof-read and edit writing work using purple pens
- Use subject specific terminology
- Use writing supports/scaffolds where appropriate

Teaching staff are responsible for ensuring the above support is in place for students by embedding the breakdown of complex writing tasks into their lessons.

All staff and students are expected to mark for literacy by identifying errors using the following codes. This is presented in every student exercise book and record of progress across all subjects.

LITERACY

✓	Clear point	✓✓	Excellent work
S	Spelling error	C	Capital letter error
P	Punctuation error	G	Grammar error
?	Confusing point	^	Missing word/work
/	New sentence	//	New paragraph

4. Structured Talk

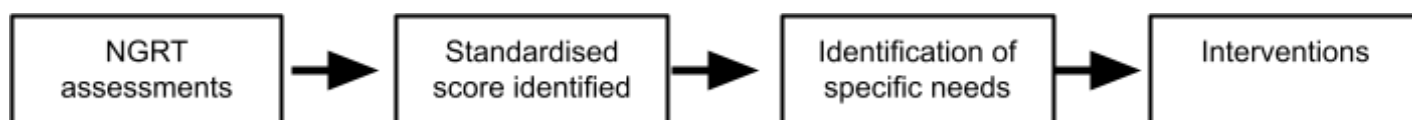
At Longfield Academy, we believe that by providing opportunities for structured talk, reading and writing outcomes can be improved. Opportunities for oracy are implemented into curriculum design and allow students to show understanding of concepts and ideas within specific subject areas.

Students are encouraged to use Standard English at all times and the academy's expectations of students is to speak calmly and listen carefully. Teachers are expected to model what effective talk sounds like in their subjects. This includes subject specific vocabulary and explicitly explaining their reasoning.

5. Intervention

We assess KS3 students for reading ability three times a year; once at the start of module one, again during module three if areas of significant weakness are identified and finally at the end of the academic year during module six. The academy uses The New Group Reading Test (NGRT) to measure reading skills against the national average. This data is then used to identify the root cause of any difficulties and the required interventions. We then arrange the interventions ensuring that they are carefully tailored to the identified needs of individual students. Progress and impact is tracked and further support is adapted as required. Interventions include:

- Dyslexia screening by SEN
- Speech and language interventions by SEN
- Use of chromebooks as an alternative means of recording and reading work
- Use of reading pens
- Reading Wise and Lexia to support students who need further help with reading
- Bedrock to provide targeted support and/or development to all KS3 students
- Phonics programmes are used to support weakest literacy students in KS3
- Post-16 and peer reading buddies to support developing readers



Monitoring and Evaluation

The effectiveness of the literacy policy is monitored, evaluated and reviewed both day-to-day and more strategically:

1. On-going monitoring:
 - Lesson observations and learning walks
 - Work scrutinies
 - Staff discussions and feedback
 - MER process
 - Student progress in lessons
 - Bedrock reporting system
2. Strategic monitoring and evaluation:
 - Schemes of learning are reviewed at the end of each module or annually
 - Analysis of NGRT reading test data

Areas of best practice and/or development are identified and then fed into the academy's CPD programme where literacy training is a regular component.