



Literacy Policy

Introduction.

"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... 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 realize his or her full potential." Kofi Annan

As teachers and staff at PCSA, we all share a responsibility to ensure that our learners leave school with competent literacy skills. The aim of this Literacy Policy is to share good practice, whole school initiatives and resources which will develop and promote literacy at PCSA.

"We believe that all pupils, regardless of their current position and ability, have the right to develop enhanced literacy skills and, further, that this literacy should be seen as a life tool."

This policy reflects literacy initiatives and developments that have been successfully trialled and implemented over recent years, where the focus has been on improving students' writing and reading skills.

Future school literacy developments in reading, writing and speaking and listening will be incorporated into this policy following annual end-of-year reviews.

POLICY

"Literacy means more than the ability to read and write, it means being able to demonstrate knowledge in particular, socially approved ways. In other words, literacy is a socially constructed phenomenon that represents the key to success, to jobs and to intellectual achievements." (P. Czerniewska. P.5, 1992)

At Priory Community School we believe that literacy is central to the development of learning.

Michael Wilshaw (HMCI) noted that for teachers to be classed as outstanding leaders of literacy in their classrooms, "it means being passionate about high standards of literacy for every single pupil".

All staff within the School have responsibility for the promotion and development of literacy skills. Our whole-School approach and commitment should enhance the teaching and learning process.

Aims:

- To ensure that all teachers are teachers of literacy in that they will encourage and develop pupils' literacy skills as they arise naturally in their subject's key learning activities and in appropriate forms (e.g. spelling, key words, ICT used as a literacy tool, scanning, skimming, reading aloud and silent reading, listening, speaking to, planning and writing for different audiences and purposes).
- All Departments and Faculties will ensure that they stimulate the pupils through a print-rich environment wherever possible and by the way classrooms are organised.
- Cross-curricular and whole School events (National Poetry Day, World Book Day, Spelling Bee, Tutor-time activities) will be celebrated.

Expectations:

As teachers of literacy, all teachers should:

- Incorporate opportunities for students to read a variety of texts, both non-fiction and fiction in the form of articles, leaflets, blogs, extracts.
- Keep their "What I am currently reading..." boards updated.
- Encourage students to talk about what they are currently reading.
- Be aware of students for whom literacy is a challenge.
- Encourage students to plan and redraft work to improve accuracy.
- Create a stimulating classroom environment, including the display of key words and the following posters: PCS Code, connectives, PEE, and TopTip, as well as annotated examples of students' work
- Adhere to the school's policy on marking and use the PCS Code.
- Use key word 'starter' activities wherever possible.
- Keep a keyword glossary in the back of their books, including the definition of key subject terminology.
- Correct spellings of selected words (typically key subject words or very common words), no more than five per piece of writing (except in Modern Foreign Languages, where all errors should be corrected).
- Encourage students to write correct spellings of keywords and misspelled words.
- Encourage students to refer to the 'Spelling Strategies' section of the PCSA Planner.
- Liaise with the relevant Learning Support Assistant when a student has specific literacy learning difficulties.
- Ensure that they are familiar with the conventions of the non-fiction text types used in their subjects and use a variety of planning shapes where appropriate.
- Incorporate the teaching of text type conventions into schemes of learning and explicitly teach these conventions when appropriate through using 'The Teaching Sequence for Writing'.

Teachers of English should:

- Explicitly teach the conventions of the following text types: information, recount, explanation, instructions, persuasion, and discursive writing
- Create a stimulating classroom environment, including the display of key words and the following posters: PCS Code, connectives, PEE, and TopTip, as well as annotated examples of students' work.
- Adhere to the school's policy on marking.

- Teach common spelling patterns, particularly through 'starters' and investigations.
- Give an overview of the history of the English language in order to develop a better understanding of spelling patterns
- Explore the etymology of words that arise during the course of other activities.
- Teach literacy focused 'starters'.
- Use the Learning Resource Centre and Accelerated Reader system to promote a positive reading culture.

The Literacy Coordinator should:

- Lead, develop, support and monitor literacy across the curriculum.
- Advise staff on literacy issues.
- Maintain the school's Literacy Policy.
- In conjunction with the leadership team, monitor standards of literacy through work sampling and participation in the Faculty review programme.
- Identify the literacy needs of colleagues and deliver relevant training.
- Liaise with the Central Leader for English.
- Liaise with partner primary schools during terms 5 and 6 about continuity and progression of literacy for students joining PCSA.
- Liaise with Learning Support Staff and all other staff to ensure that all learners' literacy needs are being met.

Learning Support Assistants (LSAs) should:

- Work with teachers to support the development of students' literacy skills (ensuring that they differentiate where appropriate/requested to do so).
- Inform the Literacy Coordinator/SEN faculty of any difficulties students have in accessing the curriculum which result from poor literacy skills (so that appropriate testing can take place).
- Pass on to the Literacy Coordinator examples of good practice as well as Ensuring these are shared in faculty meetings within SEN.
- Assist students to learn correct spellings by drawing their attention to correctly spelled words in displays and by making links with other words whose spelling is known.
- Ensure that dyslexic students have the appropriate key words/word banks for extended pieces of writing.

Policy Review:

The working of this policy will be reviewed by the Academy Council Learning and Progress Committee

As well as examining the specific review data, the policy statement will be checked for continuing relevance against any changed statutory requirements and LEA advice.

Date Policy Approved – November 2016

The name of the designated person is: Elizabeth Winsborough

The Policy is to be reviewed every 2 years and the next review is due in November 2018

