

Literacy

Policy

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1. Intent

'Excellence in all we do' is realised in our environment, and within our classrooms, consistently. Teaching and learning lies at the very heart of everything we do and we have high expectations of all our students, and therefore also of the curriculum provision.

We believe that every student has the right to a high-quality education, no matter their starting points and/or educational and social needs with reference to literacy.

A commitment to a love of lifelong learning should be aimed upon for all our students.

We believe that a love and effective use of literacy not only leads to a love of lifelong learning and a wealth of cultural experiences but also as the reading curriculum develops so does our pupils fluency, confidence and enjoyment in reading.

Every classroom should be filled with learning, where students can build on their knowledge of topics in subjects

Opportunities within school life are planned to ensure a rigours and sequential approach to the reading curriculum as demonstrated in this document.

Our curriculum will focus on students' development by providing exciting and challenging learning and extra-curricular opportunities and experiences. By working together, we aim to develop links between different subjects and to support and develop literacy skills.

This policy aims to showcase how we at Wyvern Academy will:

Improving reading ages of all pupils as there is a strong link between reading ability and academic success

Use assessment not assumption to guide actions

Use an evidence-based approach to improve whole school literacy using the 7 strands of disciplinary literacy which informs departments how they develop literacy skills within their subject areas.

Knowledge and Skills

Through our literacy curriculum students:

- Develop a love of literacy through the provision of structured reading at the start of each lesson
- Are guided in their literacy progress in the use of Accelerated reader; using engaging and age-appropriate reading material to help them consolidate and practice key literacy skills to enable them to progress in their fluency and comprehension
- Will be able to access each curriculum area at a deeper level through explicit teaching of Tier 2 and Tier 3 vocabulary
- Develop the resilience and expertise to practice the written word within our culture of redrafting academic work
- Develop their extended writing skills and work independently in all curriculum areas
- Develop confidence in oracy and provide the opportunities to improve communication skills giving them the foundations for future learning and life.

- Will experience good literacy skills in their academic environment to support their development of their own language and vocabulary

2. Reading

Reading is encouraged throughout the school and 25 minutes of structured and planned reading a day is promoted through Years 7-10. Pupils are also encouraged to read during break and lunch time through a plethora of resources. Curriculum areas will provide opportunities for extra-curricular reading. Reading ages, generated by STAR reading tests which are taken 6 times a year, are recorded on Class Charts and SIMs and staff are expected to differentiate materials accordingly to meet pupil needs and support pupils where appropriate. Consistent CPD and up to date training is used to utilize the data and allow for more effective teaching and personalisation of resources to ensure all pupils are provided with the opportunities for challenge. This will be monitored via learning walks.

Reading ages are reported to parents through reports and appropriate additional reading lists are sent to parents. The school uses 'Accelerated Reader' program and MyOn to be able to monitor the reading ability of pupils. Accelerated Reader will be used to test pupil's comprehension of texts and give pupils instant feedback on their progress after reading a book. This progress will be monitored in book logs so pupils can take ownership of their reading age. Key stage 3 pupils have a literacy lesson once a week in English lessons where they will use Accelerated Reader. Accelerated reader runs for the whole of Key Stage 3 and pupils' reading during this time will contribute towards their progress on this scheme. English staff lead this literacy session.

3. Vocabulary and Spelling

As integral aspects of literacy, vocabulary and spelling will be explicitly focused on across both Key Stages.

As part of whole school practice, key words for every lesson are identified at the start and throughout lessons, with definitions, applicable context and application implemented as part of routine practice. Teachers will make sure words are explicit in all lessons allowing them to be identified, learnt and then applied in learning.

Wyvern Academy will focus on introducing and embedding new vocabulary for KS3 pupils through a structured program that will include the use of 'Literacy Monday' during Vision and value time. The vocabulary introduced will be identified Tier 3 vocabulary that links to Curriculum sequencing. Tier 3 Vocabulary will be identified by Curriculum leads so as to support the learning happening in lesson time. Ten new words will be introduced each other Monday and tested fortnightly. All tests will be recorded, and intervention will be put in place for those not making progress.

If words have multiple meanings only the applicable meaning will be taught at a time with a subject specific reference. However, other meanings will be referenced when appropriate. The correct spelling and use of key words in Department areas are essential in ensuring the best outcomes and progression of pupils within a subject.

Tutors and Teachers will use a range of strategies to implement new words: Frayer model, splitting it into phonemes, etymology and morphology.

4. Drafting, Redrafting and Re-reading

All pupils across Key Stage 3 and 4 are provided with regular opportunities to draft, re-read and re-draft written work in lessons.

Drafting is an integral part of the learning process whether this is used to enhance spoken English before taking part in a discussion, or as a planning process for a piece of extended writing. Pupils redraft work using green pen, following in class formative assessment, in order to make improvements identified by the teacher and to correct SPAG errors. SPAG is the national education term used for all things relating to spelling, punctuation and grammar.

Redrafting allows for learners to be reflective and ensures that vocabulary is used precisely and for effect. Best practice is seen when pupils identify and highlight Tier 2 and Tier 3 vocabulary themselves, check their spelling and ensure the context is right for their usage.

5. Marking for Literacy

All core marking tasks will be marked for literacy by class teachers. Literacy marking will use the following codes. The work must be annotated with the codes, in the margin on the same line as the student has made the error. The student will then be given an appropriate amount of time to improve their work in the same way as other assessed pieces.

Code	Meaning	Student Action
SP	Spelling error (Code used a maximum of 3 times)	The student circles the error/errors using green pen and writes out the correct spelling three times
P	Error in punctuation	
V	Poor vocabulary	The student must substitute the word annotated with technical vocabulary of more complex vocabulary
S	Poor structure of sentence	The student must substitute a poor or repeated connective with a more suitable one
//	New paragraph required	Student uses the same symbol to indicate in their own
PR	Proof read (If the work is syntactically incorrect, the student has contradicted themselves or generally makes little sense.)	The student will re-write the relevant section of their work

6. Writing extended opportunities

As per each curriculum area intention, opportunities for extended writing are provided in every area. These develop subject specific skills and knowledge as well as focusing on students' resilience and their accuracy of extended writing leading to more independent writers in each curriculum area.

As part of quality first teaching at Wyvern Academy, to support this process, these extended writing opportunities are supported with scaffolds, sentence starters and the use of the whole school literacy mats. It is the intention that this support is retracted as the pupil progresses.

7. Literacy Intervention groups

Pupils who need extra support to be able to develop the key literacy skills they need to be successful in the future, and to help them access the curriculum at Key Stage 4, are identified through standardised scores, CAT tests and baseline assessments at the start of Key Stage 3.

Any student not making the required progress using Accelerated Reader will be identified by the literacy co-Literacy Policy 2022-23

ordinator and the literacy teacher. Bespoke intervention will then be provided in the literacy lesson by the specialist in order for progress to be made at a more rapid speed.

All data is reviewed on a half-termly basis for all pupils.

Those pupils in Key Stage 4 who have been identified as vulnerable literacy learners will be reviewed termly whole school.

8. Academic Talk

At any time, during any lesson, a teacher can ask for a meaning or example of the vocabulary in use and this must be given using academic talk. Colloquialisms will be corrected by staff.

Wyvern Academy will focus on improving oracy during Vision and Value time for Key Stage 4 pupils by developing debate skills. Key stage 4 pupils will participate in a series of debate lessons which aim to improve confidence, communication and collaboration skills. Tutors will deliver these sessions with the conventions of successful debate used as standard practice.

9. Roles and Responsibilities

- Pupils: take increasing responsibility for recognising their own literacy needs and making improvements.
- Teachers across the curriculum: adhere to school / subject policies on literacy, spelling and marking; contribute to pupils' development of oracy, since speaking, listening, writing and reading are, to varying degrees, integral to all lessons.
- Subject Leaders: ensure that school policies on literacy, spelling and marking are adhered to in their subjects; provide a subject policy on literacy detailing how literacy skills are specifically promoted in their subject; subject development plans include literacy and this is reviewed annually; relevant displays are used in all classrooms in area / subject.
- Literacy Co-ordinator: Co-ordinates, monitors and evaluates the effectiveness of the literacy intervention programmes across the school and shares and develops best practice from across all departments.
- Senior Leaders: lead and give a high profile to literacy.
- Parents: encourage their children to value and expand their literacy both within and beyond their work in English and use the range of strategies they have learnt to improve their levels of literacy.

10. Appendix 1: Definitions

Tier 2 words are high-frequency words used by mature content users over a variety of content domains. More simply, they are words that are frequent enough that most native speakers would know what they mean, but usually require explicit instruction (having to look them up in a dictionary, or apply context inferencing, etc.) They lack redundancy in the language but are not so specialised as to be jargon or unique to specific contexts. They are often spelled in ways that don't phonetically follow the simple rules of English grammar and may be challenging for emerging vocabulary learners who know how to say the word but have difficulty trying to read them due to irregular or alternative phonetic grammar rules. Tier 2 words are words such as obvious, complex, reasoned, national, or informed. In contrast, Tier 1 words are extremely common, almost ubiquitous-frequency words that require little or no explicit instruction. They are usually root words themselves and are not typically modified with prefixes and suffixes. They are usually phonetically very easy to read and pronounce from reading. Words like baby, clock, or run are tier 1 words. Tier 3 words are extremely specialised, require explicit instruction, are relatively low frequency, and are usually limited to a content domain, like medical or engineering terminology. They frequently are composed of foreign language roots modified with suffixes and prefixes. These are words such as misappropriated, atrioventricular tachycardia, or antidisestablishmentarianism.

