

POLICY DOCUMENTATION

GREAT SCHOOLS ARE CONSISTENT SCHOOLS



POLICY	Literacy
RESPONSIBILITY	Vice Principal
LAST REVIEWED	May 2018



CONTENTS

PAGE

Principles	3
Aims	3
Practice	3
Ofsted Guidance	4

Literacy

PRINCIPLES

- Dixons McMillan Academy (DMA) recognises the imperative importance of developing scholars' literacy skills and is committed to raising the profile of literacy across the curriculum, to support scholars with their learning and raise standards across the curriculum.
- DMA recognises that it is the responsibility of all staff from all subject areas to teach and assess literacy skills including reading, writing, speaking and listening and that these skills are integral to all subjects and all aspects of life.

AIMS

- To develop scholars who are confident readers, writers, speakers and listeners, who value these life skills and strive to improve them.
- To increase staff awareness of how to teach and assess literacy skills.
- To ensure a consistent approach to teaching and assessing key aspects of literacy skills and to monitor how well this is happening across the curriculum and implement improvement measures as required.

PRACTICE

- The DMA Literacy strategy focuses on four key areas: creating a literacy culture; staff planning; staff assessment; and English lessons and SEND provision.

Creating a literacy culture

- There are three expectations of all scholars at all times:
 - Carrying a reading book (Reading)
 - Speaking in full sentences & no slang (Speaking)
 - Tracking the speaker/s (Listening)
- DEAR sessions – Drop Everything and Read

Each week, scholars attend four 30-minute DEAR sessions where they are expected to read for pleasure. Scholars are expected to complete tasks such as: read in silence, group reading, discuss their reading, complete a reading log and complete book reviews. Teachers will model reading aloud and reading in silence, facilitate class discussion and check reading logs.

- Word of the week

Each week, scholars and staff will be given a word and challenged to use this word in lessons and around the academy. The aim is that scholars broaden their knowledge and use of vocabulary.

- Scholar Literacy Leaders

Selected scholars will be trained as Literacy Leaders, so that teachers can use them as a resource in lessons to support scholars with specific literacy needs.

Literacy through teacher planning

- The 'Crucial skills matrix' shows when scholars will learn key literacy skills in English lessons. Teachers will use the matrix to embed these skills further and at appropriate times throughout the Academy year.
- The 12 'Literacy strategy codes' promote outstanding literacy skills across the curriculum. Teachers and support staff will reference these codes in their SoW planning.

- Teachers and support staff will create a glossary of keywords for each topic they plan. Vocabulary lists will be given to scholars and displayed in classrooms. Staff will also test scholars on key spellings at least once a cycle. A 'Glossary template' is available for staff to use.
- In-house Academy writing styles templates will be used by all staff when teaching certain writing forms and writing purposes. These templates will be shared with scholars and used as a writing guide.

Literacy through teacher assessment

- Literacy marking codes will be used when marking work to ensure we are consistently marking for SPG – Spelling, Punctuation and Grammar in all subject areas and correcting these mistakes.
- There will be checks of scholars' written work in all subject areas as part of the whole-school marking scrutiny process.

Literacy lessons and SEND provision

- Time in English lessons will be dedicated to teaching literacy skills.
- English lessons will develop scholars' love of literature and reading for pleasure.
- Identified scholars will be withdrawn from non-core subjects, or be asked to attend before or after-school sessions to receive further literacy lessons, delivered through targeted, tracked and meaningful intervention programmes.
- Information literacy will be taught during ICT and stretch lessons.

All practices will be rigorously tracked through the Academy Review processes and measures will be put in place to ensure that all practices are implemented and sustained.

Guidance for observing Literacy development across the curriculum: Ofsted October 2011

Questions to use when observing 'literacy' in any subject:

- Are key terms and vocabulary clear and explored with pupils to ensure that they recognise and understand them? Are they related to similar words or the root from which they are derived?
- Do teachers identify any particular features of key terms and help pupils with strategies for remembering how to spell them or why they might be capitalised (e.g. 'Parliament' in history or citizenship)?
- Do teachers remind pupils of important core skills – for example how to skim a text to extract the main elements of its content quickly or to scan a text for information about a key word or topic?
- Do teachers make expectations clear before pupils begin a task – for example on the conventions of layout in a formal letter or on the main features of writing persuasively?
- Do teachers reinforce the importance of accuracy in spoken or written language – for example, emphasising the need for correct sentence punctuation in one-sentence answers or correcting 'we was...' in pupils' speech?
- Do teachers identify when it is important to use Standard English and when other registers or dialects may be used – for example, in a formal examination answer and when recreating dialogue as part of narrative writing?
- Do teachers help pupils with key elements of literacy as they support them in lessons? Do they point out spelling, grammar or punctuation issues as they look at work around the class?
- Does teachers' marking support key literacy points? For example, are key subject terms always checked for correct spelling? Is sentence punctuation always corrected?