

## 1 Introduction

Literacy is a key issue of paramount importance. This Strategy outlines how the Academy aims to improve Literacy standards amongst students by adopting an effective, coherent whole-school approach.

It is imperative that all the subject areas see the importance and value of Literacy and that subject staff are given training to enable them to build Literacy into their teaching and learning in a positive, creative and succinct way.

## 2 Scope

### 2.1 Speaking and Listening

Speaking and listening forms a key part of Literacy education and students should be given the opportunity to understand, explore and internalise the features of exploratory discussion and to speak in a range of contexts, informal and formal. Whilst teachers may need to guide and support discussion and advise on the kind of language that is appropriate for effective discussion, students should have regular opportunities for sustained discussion and explanation which are not teacher led.

It is important that speaking and listening are integrated into schemes of work across the Academy's curriculum which if managed successfully across the different subject areas will not only raise standards but also create citizens of the future who can articulate their ideas appropriately in a variety of contexts.

### 2.2 Reading

The skills required for successful readers need to be explicit. Students need to be able to contextualise, read for meaning and purpose, deduce, infer, synthesise information, and understand writers' purposes and intentions.

To achieve this, the Academy will introduce Assessment Focuses for Reading to encourage a whole school approach to the teaching and learning of reading. It will allow staff in all subject areas to pitch texts appropriately and support students in developing the skills to decode, understand and, most importantly, learn from reading in the subject. Whilst English lessons will provide planned and regular teaching in reading skills, it will also allow more time in English lessons to focus on the joy of reading. As a result students will develop a sound understanding of the reading skills need and how best to use them for specific purposes

Materials will be available in the 'Literacy Across the Curriculum' training file with specific focus on 'Active Reading Strategies'. It is important that all subject staff pick appropriate, up to date materials for their subject area and plan appropriately.

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The Academy Learning Resource Centre needs to play a strategic role in driving forward the teaching of Reading and this will be built into scheme of work as appropriate.

Staff training will be provided where necessary.

### 2.3 Writing

KS4 requires independent writers in all areas therefore it must be intrinsic in a student's learning at KS3. Good practice in writing includes: using active approaches to initiate writing, including notemaking, offering the pupil a choice of writing forms, opportunities to redraft, writing for authentic audiences, collaborative writing and recognising the significant gap in writing between boys and girls and planning appropriate gender differentiation in writing. Again, the use of Assessment Focuses for Writing will be introduced to ensure a whole school approach is taken and that students gain an understanding of their own progress and targets for improvement. Writing also needs to be brought into a business focus; The Times claimed 'nearly a third of consumers have ended their relationship with a company because of shoddy communications'. Therefore, it is evident that the Academy's specialism of Business and Enterprise can only develop and support the Academy's Literacy Strategy. Students need to see writing in a variety of business contexts and be given the opportunities to write for a number of purposes and audiences and to understand the importance of using an appropriate style and structure and observing rules of punctuation and spelling.

### 2.4 Nurture Groups

Both campuses have a high percentage of students with literacy skills below those expected of their age group. Statistics have shown that Nurture Groups help to improve literacy standards amongst students. There are already Nurture Groups at both schools and these need to be brought together as a whole Academy Group. There is evidence to show that the Reading Recovery Scheme and Better Reading Partners Scheme have previously worked on both sites.

It will be necessary for both the Silver Springs and Greenhurst sites to be equally resourced in terms of books and ICT to enable a consistent approach to be delivered. The two Sencos will be expected to work closely with the Executive Director to establish consistency.

SSAT documentation states that best practice is to develop the Primary Model of the focussed Literacy Hour. It is therefore felt that the best way forward is to assess successful literacy work that is happening in local Primary schools to help develop the capacity of Literacy teaching at the Academy and also help to develop a smooth transition for Year 6 pupils into the Academy.

## 3 Responsibilities

### 3.1 Senior Management Team

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The Senior Management Team has a responsibility to ensure the Literacy Strategy is implemented and its effectiveness evaluated. They should ensure effective liaison and cross-curricular links between subject areas to ensure a consistent approach throughout the Academy and to reduce the replication of work by teachers and students. They will support departments in identifying particular emphases for literacy in their subject and sharing of good practice.

**3.2 English Department’s Role**

The English department should work closely with other curriculum departments at the Academy to support the thematic approach to the teaching of literacy.

The English Department should review Schemes of Work with the SEN department to ensure the teaching of literacy meets the needs of the Academy’s students with SEN.

Teachers of English should:

- a) provide assistance and advice to other departments, so that a correct and consistent approach to literacy is used in all subjects;
- b) provide information to other subject teachers on appropriate expectations of students and the difficulties likely to be experienced by various age and ability groups;
- c) liaise with other teachers to ensure that students have appropriate literacy skills.

**3.2 Whole-school Approach**

All departments must take a proactive role in driving forward the importance of literacy. For the whole school approach to be successful:

- High profile importance should be given to the Literacy Strategy and whole school approach through INSET days which in turn should build on the successes of both sites;
- Literacy should be embedded and developed in all subject areas;
- All departments should be allocated time for planning the implementation of literacy into their Schemes of Work;
- The implementation and monitoring of Literacy should be consistent with the approaches used in other key strategies to ensure all initiatives are driven forward at the same time and in the same way;
- A coherent policy for transition of students to the Academy should be developed;
- A named member of staff should be appointed as Literacy Champion for all subject areas. This person would be responsible for attending regular Literacy Team meetings and disseminating the appropriate information and strategies to the various subject areas;

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- It may be appropriate to have discrete Literacy lessons at both Key stages particularly for those students who are underachieving in a number of subject areas (working at level 4 or below rather than just the low achieving Nurture Group). For Key Stage 4 this could be done by developing the Study Plus programme and/or using the support lessons for extra literacy delivery.

#### **4 Monitoring, Evaluation & Review**

The Strategic Management Team will be responsible for ensuring the Literacy Strategy is implemented throughout the Academy and for establishing performance indicators for monitoring progress.

Literacy skills will be monitored through lesson observations, work sampling, interviewing pupils and the monitoring of lesson plans/schemes of work.

Regular performance reports will be provided to the Board of Governors.

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