



**THE ARNEWOOD SCHOOL**  
11 – 19 Academy

*“Working Together, Shaping Tomorrow”*

# **LITERACY POLICY FOR THE ACADEMIC YEAR 2023/2024**

**POLICIES AND PROCEDURES PROFORMA**

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<b>Author:</b>	Deputy SENDCo
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**Rationale:**

Literacy underpins all aspects of learning. Good skills in reading, writing and communication empower students to achieve and are currency for success in the wider world. To this end, every teacher at The Arnewood School is a teacher of literacy; supporting students in the development of confidence, accuracy, and fluency in literacy to enable them to flourish. All staff in school have a crucial role to play in developing students' academic and formal language whether through modelling Standard English in conversations with each other or teaching subject specific academic language in lessons.

The Arnewood School recognises that:

- Students need vocabulary, expression, and organisational control to cope with the cognitive demands of different subjects.
- Reading helps students to learn from sources beyond their immediate experience.
- Writing helps students to sustain and order thought.
- Language helps students to reflect on, revise and evaluate the things they do, and to reflect on and evaluate the things others have said, written or done.
- Responding to higher order questions encourages the development of thinking skills and enquiry.
- Improving literacy and learning will impact on students' self-esteem, on motivation and behaviour.
- Improving literacy allows students to learn independently. It is empowering.
- Improving spoken literacy gives students confidence when interacting in formal contexts.

**Aims and Intentions:**

The Arnewood School strives to:

- Develop literacy skills in pupils so that they can access a range of texts and understand how to interact effectively in both written and verbal communication.
- Promote ways in which all subjects can make a specific contribution to developing pupils' language through the teaching of subject-specific vocabulary and patterns of language.
- Ensure that all pupils recognise the importance of literacy as a tool for personal identification, expression, and inclusion in society.
- Nurture a love of literacy as part of pupils' life-long learning journey.

**Whole School Practice:**

All teaching staff at The Arnewood School are committed to raising standards of literacy due to our understanding that:

- Improving literacy and learning can have a positive impact on pupils' self-esteem, on motivation and behaviour.
- If pupils can access texts, they can engage with their learning in a more independent way.
- Literacy is increasingly valued in the world of work and the skills of reading, writing, speaking and listening are highly valued by our pupils' future employers.
- Pupils need language, a broad vocabulary, analytical skills and organisational control to cope with the cognitive demands of all academic subjects.
- Reading helps us to learn from sources beyond our immediate experience.
- Developing speaking and listening skills increases the confidence of communicators and active listeners.
- Detailed responses to higher order questions encourage the development of thinking skills and enquiry.

**Roles and responsibilities:**

The Leadership Team (SLT)

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SLT strategically lead in the development of literacy, determining the vision and direction for the provision of literacy to ensure that students continue to receive high quality literacy teaching across the school. SLT work with school leaders to monitor and review the implementation of this policy.

### SENCo and Learning Support Department

The SENCo and Learning Support department support individuals and groups of students to accelerate their progress in literacy.

Learning Support Assistants (LSAs) work with staff and students to monitor and support progress in literacy, with a particular focus on students with additional needs.

### The Literacy Lead and Literacy Teacher

The Literacy Lead ensures the strategic development of whole school literacy, taking a leading role in determining the vision and direction of literacy provision. They lead, and work with others to lead, on developing opportunities for both staff and students and evaluate the impact of literacy provision through a cycle of quality assurance. They promote literacy in a wide range of formal and informal ways, ensuring that literacy remains a key priority for staff, students, and parents. They collaborate with others in providing guidance and training for both staff and parents, in-order to ensure that students with gaps in literacy are fully supported in lessons and at home. This includes a wide variety of approaches such as in-class support and withdrawal literacy groups. The Literacy Lead and literacy teacher ensure that data and information related to literacy needs are effectively disseminated and closely monitor the impact of intervention through regular progress checks.

The literacy intervention teacher provides targeted intervention to pupils. These interventions focus on inference and deduction, reading for meaning and phonics skills. This can be short term interventions or long-term depending on the pupils' needs.

### Head of Centre - English

The Head of the English works in conjunction with the Literacy Lead to ensure that students have a wide range of opportunities to excel in reading, writing and oracy. Together, they ensure that the work of the English Department impacts on levels of literacy across the school through working with other departments, helping students to develop transferable literacy skills.

### Other Heads of Centre

Heads of Centre lead in ensuring high quality provision for the teaching of literacy in their departments. This includes a focus on literacy in curriculum planning, delivery, and standardisation. They ensure that the consistency of literacy provision is monitored through departmental quality assurance, including the monitoring of marking for literacy. They provide staff with opportunities for professional development in the practice of teaching literacy within the context of their subject.

### Teachers

Teachers improve levels of literacy in a variety of ways, including planning, resources, displays, structured assessment and feedback. Staff actively encourage students to plan, organise, draft, edit and reflect on their writing, which often includes offering pupils a model for writing in unfamiliar forms or for unfamiliar purposes. Reading is promoted and guided, not only to gain vital subject knowledge, but also to become experts in a subject. Through careful monitoring, teachers ensure that all students' learning needs are met with regards to literacy, and this includes providing high levels of differentiation, challenge, and support.

### Parents

Parents offer support and encouragement to students though the regular monitoring of literacy in homework tasks. They make use of subject specific reading guidance to ensure students are using their wider reading to develop and pursue independent learning goals.

## **Reading**

We want our pupils to develop a love of reading and to appreciate and understand the importance of reading for pleasure. Reading can aid spelling, help learners to be more critical and evaluative, and develop their vocabularies.

We aim to teach pupils strategies to help them to:

- Read with greater understanding,
- Locate and use information,
- Follow a process or argument,
- Summarise, synthesise, challenge, and adapt what they learn from their reading.

To meet our aims and intentions, SLT will work alongside the Literacy Lead, English Department, and staff to ensure that good practice and usage of quiet reading during tutor time is promoted across the school by teachers, tutors and the pastoral team. All students across KS3 will read one book each half term as part of the Reading Canon. These books have been carefully selected to be challenging and cover a wide range of issues to help develop students' cultural capital.

In addition, all pupils in KS3 will be given regular reading tests within English lessons, half termly, to establish their reading standardised score. Pupils will then be directed to specific strands of intervention delivered by the Literacy teacher. Pupils' progress will be monitored by the SENDCo and the Literacy Lead.

## **Writing**

Pupils should have an understanding how language should be adapted depending on purpose, audience and form. Pupils should be able to create writing which communicates confidently, accurately and effectively. They should also be able to respond to other texts succinctly and to demonstrate their competence in comprehension and understanding.

We aim to teach pupils strategies to help them to:

- Make connections between their reading and writing,
- Identify models of writing through their reading,
- Provide opportunities for sustained written responses,
- Express themselves through accurate written expression.

In order to meet our aims and intentions, staff will be expected to follow their assessment policy, particularly with regard to literacy. When marking a piece of written work, teachers are expected to correct subject specific spellings by highlighting the error and students correcting these in response to feedback activities.

Staff should also ensure that high standards of written English are made more explicit to pupils. For example, if a task involves pupils writing a response to a question or a task, it is advised that that staff should insist on an approach that involves pupils planning and proof-reading their responses to check for accuracy.

## **Oracy**

Our pupils should be able to communicate effectively in a range of formal or informal situations, both inside and outside of the classroom. A pupil's ability to express themselves effectively will be used on a day-to-day basis in their working lives and will be imperative to them in situations such as interviews or presentations.

We aim to teach pupils strategies which will help them to:

- participate fully in pair and group discussions through their verbal communication,
- discuss and evaluate information and ideas,
- listen for a specific purpose.

In order to meet these aims, staff should encourage pupils to speak in Standard English (target language in MFL) and to develop an understanding of the influence of context on register and tone. Furthermore, when pupils are expected to

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work in groups or paired activities, they should be made to understand the importance of making contributions to their group and enable others to share their ideas by listening to their contributions.

### Policy Review

This policy is reviewed on an annual basis by the Governing Body, SLT, and relevant members of staff.