



United Learning
The best in everyone™

SHOREHAM ACADEMY

Whole School Literacy Policy

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Literacy Policy Ethos:

Our goal at Shoreham Academy is to create vocabulary rich, literate learners. Literacy is at the heart of everything we do. Therefore, it is recognised that every teacher at Shoreham Academy is a teacher of literacy, and every subject requires confidence and fluency in literacy in order for students to flourish.

We want all our students to be excellent communicators, helping them interact with the world around them. It is therefore vital that they are taught the skills of effective reading, writing and speaking.

Literacy is foundational for success in school and later life. Students who cannot read, write and communicate effectively are highly unlikely to access the challenging academic curriculum in secondary school and more likely to have poor educational outcomes across all subjects.

The skills of literacy are used in every subject and activity in school and as such should be a priority for all areas of school life. With good levels of literacy, we unlock the curriculum and provide a foundation for excellence in all subjects, giving our students the experiences and opportunities to be the best they can be.

In order to deliver this, we will:

1. Ensure that all students are supported to become **fluent readers**.
2. Ensure that students are taught how to read and write academic texts in **different subjects**.
3. Develop students' **vocabulary**, ensuring that they learn both subject specific terminology as well as academic vocabulary.
4. Provide opportunities for students to **explore and celebrate a variety of texts and perspectives**, providing a wider cultural experience.
5. Support the **development of writing** in all subjects.
6. Teach students how to develop their **spoken language** skills.

Teachers at Shoreham Academy are required to:

- Use a range of strategies including the Frayer Model as the base of explicit vocabulary instruction.
- Compiled a list of key vocabulary that will enable the students to access a wide spectrum of their subject or topic within that subject.
- Model what good reading looks like.
- Use the Robust Reading method (where appropriate) and cold call to check understanding.
- To model extended writing using the vocabulary accurately
- To find and develop opportunities in lessons for verbal responses from the students.
- Demonstrate appropriate knowledge and understanding of the literacy opportunities in the subject area being taught.
- Have a secure knowledge of the Reading Age of the students in their class.
- Use a varying degree of complex and diverse texts to support and develop students' reading strategies.
- Provide swift and effective intervention in all Key Stages to raise the attainment of those students who need more assistance.
- Ensure that marking and feedback is consistent with the school literacy marking policy. Opportunity for Live Marking should be implemented as this has a massive impact particularly for the SEND and PP students.
- Challenge and develop the culture of reading in both themselves and the students they teach.
- Be aware of an individual's special educational needs and adapt feedback to enable progress.
- Provide dedicated time in lessons for feedback to be addressed and improved upon.
- Focus on the recovery of students' learning and knowledge and to use the Rosenshine principles to develop students' comprehension and reading ability.

As an Academy we will achieve this through:

- Enthusiasm and consistency.
- Developing and maintaining the Mentor Reading programme.
- Using a range of diagnostic testing, including NGRT at Key Stage 3 to get accurate Reading Age data for our students. Sharing this information with teachers to ensure they have a detailed knowledge of their students.
- Using targeted Intervention with KS3 students who come to us below chronological reading age to support them improve their Literacy. This involves using data from

primary schools and reading test data from the first few weeks of year 7 to highlight and target those students who will benefit from focused intervention. This will develop their reading and writing ability and improve their communication.

- Sharing good ideas and practice around the school. Through CPD, INSET and meeting with various work parties around the school. This will also be shared with staff through the Teaching and Learning weekly information.
- Provision of an outstanding CPD programme personalised to meet the identified needs of all colleagues in order to build their confidence in areas of development. This is underpinned by research from The EEF, Voice 21 and United learning
- A commitment to identifying and reviewing what constitutes good literacy skills.
- Giving feedback to students that is effective and meaningful and allows them to respond showing development of their literacy skills.
- Book Prescriptions - tailor made recommendations from our Literacy Team delivered to specific students.
- DeliverBoo[k] – a free online delivery service provided by the Library Team.
- After School clubs: Bookbuzz – games and socialising with reading at the heart of it.
- Robust Quality Assurance of Literacy through:
 - Review through the Teaching and Learning Work group to assess how literacy is addressed in each subject.
 - Supportive Learning Walks in Mentor time to maintain consistency of Reading programme.
 - 'Book Looks' to evaluate the effectiveness of marking feedback, quality and consistency. ○ Performance Management Observations.
 - Provide Reading Books via the RED bookcases around the school to enable students to bring and swap books for free.

Parents and Carers

Parents and carers can support the implementation of this policy by:

- Being enthusiastic about their child's reading. This has a major impact on the children from a very early age.
- Reading with their children and encouraging them to read more widely. Asking questions about what their children are reading and making sure that they are taking an active role in their child's progression.
- Buying books as presents or encouraging the student to buy their own.
- Visiting libraries or literacy events.
- Reading the comments written by teachers regularly.
- Supporting the school in checking that students are correcting misspellings and grammar. This is important in oracy too.
- Supporting the school in providing a bag that can accommodate books comfortably.
- Making every effort to attend parents' evenings as required.
- Reading and engaging with the one word at a time suggestion emailed out weekly

Students

Students can support this policy by:

- Use the vocabulary they learn in their verbal and written responses.
- Writing answers to questions using full and complete sentences.
- Taking time to read feedback and address issues that are required for them to improve.
- To show an enthusiasm for reading and get into a regular reading routine. (Sparx)
- Spelling words correctly and using support materials (e.g. dictionaries, word walls) to help spell words they may find difficult. Thinking about words in different contexts to see if it helps them understand it.
- Structuring work with paragraphs to signal a change of topic, change of speaker, change of time and change of place.

- Using punctuation, including full stops, commas, semi-colons, question marks, apostrophes, quotation marks and speech marks, correctly.
- Beginning a sentence with a capital letter, along with all proper nouns.
- Use discursive markers or connectives, such as 'finally' and 'however', to signal the development of an argument or their opinion, or their consideration of another's opinion.
- Planning, organising, drafting, editing and reflecting on their writing.
- Using formal Standard English in their writing as appropriate.
- Not using "text speak", inappropriate informalities and abbreviations.
- Through their reading and writing, being increasingly familiar with the key vocabulary of each subject.
- Taking pride in the presentation of their work.
- Writing the title and date of all work in full.
- Speaking in full sentences
- Participating in extra-curricular Literacy events across the whole school.