

1 Peter 2: Verse 17-23

Treat everyone you meet with dignity. Love your spiritual family. Revere (worship) God. This is the kind of life you've been invited into, the kind of life Christ lived. He never did one thing wrong, Not once said anything amiss.



Literacy Policy

Author:

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Our Academy Vision is "Living Well Together with Dignity, Faith and Hope". We aspire to take dignified decisions and afford dignity to all members of our community, regardless of background or circumstance. Our position as a Voluntary Aided Church Academy means that the Christian faith has a central role in all of our actions and decisions. We strive for excellence in all that we do, enabling our students to transform their lives and to hope for happy and successful futures.

At All Saints Academy, our vision is "Living Well Together with Dignity, Faith and Hope" and this translates into our everyday practice. The value of dignity is particularly relevant when we consider the importance of literacy in today's world. Literacy skills are essential for our students to be the best they can be. Educating them in this crucial area would be the academy's gift to them.

Introduction

At All Saints Academy we believe that Literacy is not the sole responsibility of the English department. Most other subjects can, in fact contribute to the development and enhancement of students literacy skills including their reading, spelling, punctuation and grammar.

This policy exists to provide a framework for supporting our stated aim of "*Living Well Together in Dignity, Faith and Hope*", and this translates into our everyday practice. This also reflects the aims, objectives and values of the Dioceses of St Albans Multi Academy Trust.

Literacy skills enable students to understand and interpret the written word. This facilitates improvement in students' abilities to make their own judgments and to draw sensible conclusions from information.

If students' literacy skills are not developed and used they may well be denied the opportunity to develop the level of understanding of some topics or subjects at the level expected for their age. Without basic literacy skills, students can lack both personal and social adequacy which is a recipe for failure and low esteem.

All Saints Academy Dunstable is committed to ensuring opportunities and access for all and values the abilities and achievements of all our students. We aim to identify, make provision and make reasonable adjustments where possible, for students with Special Educational Needs. All Saints Academy is an Academy that aims to promote a community which is inclusive and accessible by all.

We also aim to create and maintain awareness within the Academy of the needs of students with special educational needs and/or disabilities, so all members of the Academy share the responsibilities. We recognise the value of parents/carers in supporting their children and will look to engage them in planning to meet the needs of individuals.

2.0 PURPOSE

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At All Saints Academy, we are committed to raising the standards of literacy for all our students and encourage them to strive for excellence. Students will develop the necessary skills to use literacy effectively in all curriculum areas. This will ensure they have confidence in their abilities and are able to cope with the demands of further education, employment and adult life and thus enable them to reach their potential.

OFSTED states,

“Excellent practice ensures that all pupils have high levels of literacy appropriate to their age. Pupils read widely and often across all subjects. Pupils develop and apply a wide range of skills to great effect, in reading, writing and communication. The teaching of reading, writing and communication is highly effective and cohesively planned and implemented across the curriculum”.(2012 Ofsted Report focusing on Literacy looked at 7 schools across the country with outstanding practice.)

Whole School Literacy

In striving for 'excellent practice' literacy has to be seen to be of value to all curriculum areas. The academy should be consistent in its approach to literacy and staff and students should see the value in the literacy approaches taken.

Literacy in the classroom

- We make the teaching of literacy an overt part of every curriculum area through making explicit the reading, writing and speaking and listening opportunities available.
- We encourage reading for a variety of purpose, e.g. for pleasure, research, homework
- We know the reading ages of all our students and set challenging tasks, appropriately
- We draw students' attention to the structure of texts, referring to contents pages, indexes and chapter headings
- We make explicit to students the purpose of any reading they do
- We help students to adapt their style of reading to the purpose, e.g. choosing to skim, scan or read closely
- We teach students to select and note only what is relevant via the teaching of text marking and annotation skills
- We model reading strategies, perhaps through shared reading approaches and the golden letter box
- We provide opportunities for EAL readers of English to read in pairs or small groups
- We provide glossaries and other support for the development of vocabulary within our subjects
- We ensure that students plan, draft, discuss and reflect on their writing
- We develop students ability to write at length
- We use writing to organise thoughts and to aid learning
- We offer students models for writing in a range of forms, through making connections with reading and through teacher modelling of writing
- We provide resources and reference materials to support writing – dictionaries, glossaries, lists of appropriate subject vocabulary – and encourage pupils to use them
- We set writing tasks which have clear and immediate purposes
- We help students as necessary with handwriting, spelling and presentational aspects of their writing – sentences, paragraphs, headings etc.

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- We help students to use a range of strategies to learn spelling
- We support self-esteem by displaying work at all levels which represents students' best efforts
- We provide subject lists of key words

Academic literacy in the classroom

Academic literacy is ensuring students develop the generic, transferable skills needed for academic study. We develop these skills in the following way:

- We draw students' attention to the structure of texts, referring to contents pages, indexes and chapter headings
- We help students to adapt their style of reading to the purpose, e.g. choosing to skim, scan or read closely
- We teach students to select and note only what is relevant via the teaching of text marking and annotation skills
- We ensure that students plan, discuss and reflect on their writing
- We offer students models for writing in a range of forms, through making connections with reading and through teacher modelling of writing
- We provide resources and reference materials to support writing – dictionaries, glossaries, lists of appropriate subject vocabulary – and encourage pupils to use them
- We help students to use a range of strategies to learn spelling

Please also refer to the following policies:

Marking Policy