



Stationers' Crown Woods Academy's Literacy Policy

Rationale

Literacy is an essential life skill for maximizing our students' academic achievement, employability, and life experiences. At Stationers' Crown Woods Academy, every teacher is therefore a teacher of Literacy. We are committed to developing our students' desire to read for pleasure, and ability to communicate with enjoyment, precision, and impact. Using the strategies outlined in this document, we work collectively to achieve these Literacy objectives:

1. Every student can become an engaged and capable reader.
2. Every student can become an ABLE writer.
3. Every student can become an articulate speaker.
4. All students can overcome barriers to literacy.

In order to promote ownership over students' own Literacy, Stationers' Crown Woods Academy has a pupil led Literacy committee who are responsible for leading Literacy events throughout the year.

Every Student can become an engaged and capable reader

Reading is regularly promoted across the Academy in various ways, including wall displays, briefings, assemblies, DEAR Time, teacher's last read, Wellbeing programme, reading mentors, intervention programmes, reading lessons, newsletters, and whole-Academy Literacy events. Annual events include our World Book Day Festivals, and we are always exploring new opportunities.

Our library is a vibrant hub of activity that has been redesigned to encourage both study and comfortable reading for pleasure. An enthusiastic librarian supports our students with book selections and responds to requests for specific titles/authors/series. As our students continue to develop their interest in reading for pleasure, over 6000 books per year are now being loaned, as well as Chrome Books, magazines, and newspapers.

All Key Stage three students are enrolled on the Accelerated Reader Programme, a computer-aided reading programme designed to improve both reading ability and enjoyment. Students are tested for their reading age and then provided with a suggested range of books suited to their ability. Students select books, read, and then quiz their comprehension. To motivate students and stimulate healthy competition, students receive prizes based on the success of their quizzes. Teachers monitor progress and intervene as needed.

LEXIA is a computer based programme to promote and support improvement in phonic use across a range of abilities. This programme is taken by Key Stage three students in a bid to improve their reading skills.

Every student can become an ABLE writer

The **ABLE writing method** involves a four-stage approach to extended writing tasks across all subject areas. These four stages are:

1. Audience and Purpose – identify the audience, purpose and format clearly for students
2. Brainstorm – students generate ideas before drafting their task
3. Layout – students see examples of the text type and are guided through the structural features of the genre they are writing
4. Examine and extend –work is self, peer, or teacher assessed in conjunction with the marking policy guidelines and redrafted before submission

The SPAG Programme give students in Year 7 and 8 the opportunity to have starters in over 40 concepts of grammar, sentence structure, punctuation, and spelling every week at the start of English lessons. KS4 students also receive a SPAG handbook to complete for homework in order to improve their technical accuracy. Proformas are also provided to staff so that all subjects can teach these concepts as well, in line with the Seeds of Success timeline. These can be used with all year groups.

All faculties are responsible for including Literacy provision as an integral part of their curriculum. At the core of this process is the ‘**Seeds of Success**’ programme, where a specific element of literacy is used in staff training, the teaching of lessons and the marking of student work.

Module 1	Capital Letters	Module 4	Connectives
Module 2	Apostrophes	Module 5	Question Marks
Module 3	Spelling	Module 6	Homophones

All staff are expected to mark for literacy (corresponding to the module focus) and using an Academy wide Literacy code. Students are then to receive time to review the feedback, respond and make corrections as highlighted. In Module 3, spelling errors are to be practiced in an agreed location, either in the margin beside the work or in the back of books. *The number of spellings to correct/practice should be limited to three per piece of work so students aren't demoralised.* These codes are to be displayed in folders, on classroom walls, and in exercise books. A literacy target also form part of the Academy wide marking policy, in which teachers are expected to identify an area of improvement for each individual's literacy development.

Symbol	Meaning
Sp	Spelling error
Gr	Grammatical error
P	Punctuation
O	Missing capital letter
≡	Confusing text
//	New paragraph
Wc	Word choice
Kt	Key term
C	Connective
Ex	Explanation needed
Ev	Evidence needed

Staff are also an integral part of improving the spelling ability of students. Staff promote the ‘No Excuses Spelling List’, which includes 10 focus words for their subject area. Posters of these are present in every classroom.

Every student can become an articulate speaker

Subjects provide students with opportunities to engage in meaningful talk with peers and teachers, through a range of in-class tasks including discussions, presentations and role-playing. The next stage of development is to construct a universal criteria for assessing oracy skills across all curriculum areas, as well as focusing on skills in three key areas: communicating and adapting language, interacting and responding, and creating and sustaining roles.

Assemblies provide an excellent opportunity for all students to develop their Literacy skills, as every tutor group will be expected to deliver at least one assembly each year. Many assemblies are student-led and offer the chance for all students to practice their speaking and listening skills before a large, supportive audience of peers. Students also have the ability to learn positive talk for learning through tutor time literacy activities.

Oracy posters are on display in every room and teachers are expected to encourage students to answer questions using full sentences and correct students' inaccurate verbalised grammar.

All students can overcome barriers to literacy

We assess all year 7-11 students for reading ability twice a year to identify required interventions. We then organise the interventions, carefully tailored to the identified needs of individual students. The most crucial of these interventions is the Reading Recover Programme for Year 7 students with the weakest Literacy skills. This is an intensive intervention taught in small groups. Progress and impact is tracked and further support is then adapted as required. Other interventions include:

- Post 16 students supporting Year 7 students with paired reading
- Handwriting Groups, with handwriting mentors as feasible
- EAL unit for EAL students
- Specialist Teacher assessments for Access Arrangements
- Use of Laptops/Notebooks as alternative means of recording
- Intervention from Literacy Co-ordinator

- Literacy booklets for those with poor literacy skills
- Small group support with the librarian

Lesson Observations

Lesson observations, learning walks, and book looks assess the quality of Literacy provision in all subject areas (in line with the Teaching and Learning Policy and Performance Management Calendar). Areas of best practice and/or development are identified and then fed into the Academy's CPD programme.

Continued Professional Development

Literacy training is a regular component of the whole-Academy CPD programme - for both teaching staff and teaching assistants. External agents provide occasional training, but we aim primarily to identify and share best practice amongst our own staff. CPD takes place every module in line with the key concepts of the **Seeds of Success** programme.

Parental Engagement with Literacy

Key Literacy developments are highlighted to parents in each modular newsletter. Likewise, parents receive pamphlets to guide them in supporting their child's literacy development. A literacy Induction event is also held for Year 7 parents in Module 1 each year, covering Accelerated Reader, LEXIA, and strategies to support their child. Some Year 7 parents will also be able to see their child in AR lessons to build stronger links with school and home.