

Context

The term 'Literacy' is used to describe the essential communication tools of Spoken Language, Reading and Writing that a pupil needs in order to fully access the curriculum and to be a competent learner. A pupil would be considered to have developed these skills once they have reached a secure NC level 4. The national expectation is that pupils would achieve a secure NC Level 4 by the end of Year 6. Within the Academy, pupils will continue to access the English curriculum until they are considered to be working at a secure NC Level 4, regardless of age.

The priority areas of Literacy are: The English Curriculum; The development of Literacy Skills; Assessment of English and Literacy; Cross Curricular Literacy; English and Literacy Intervention.

The English Curriculum

From Year 1 to Year 8 (Nurture), the discrete English curriculum is planned and delivered by the class teacher through the Academy thematic curriculum. Teachers ensure that the appropriate Literacy skills for the stage of learning in their class are incorporated into their topics. Literacy development is clearly incorporated into Long and Medium term planning for all year groups.

Literacy Skills

In addition to the English curriculum, all pupils in Years 1 to Year 8 (Nurture) will follow the timetable below focused on Literacy skill development, according to the appropriate stage of learning:

Literacy Skill	How often
Phonics/Grammar and Punctuation (Letters & Sounds)	Every Day - Foundation Stage/KS1 KS2/KS3 Phonics delivered as intervention for pupils reading under level 2b
Cursive Handwriting	EYFS 3 X 10 minutes 5 x 15 minute sessions – KS1 & KS2
Guided Reading	20 – 30 minutes per child per week – KS1, KS2 & lower KS3 EYFS – 30 minutes per week when developmentally ready
Writing	Every Day – KS1, KS2 & lower KS3

Grammar and Punctuation National Curriculum Guidance	KS1, KS2 10 minutes every day during English lessons
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Assessment of English

- English in the classroom will be assessed using the ongoing APP process.
At the end of the year, Literacy will be assessed through a combination of a summative assessment and teacher assessment using the APP process and an independent written sample.
- Pupil outcomes will be collected and moderated termly. These outcomes will then inform the Pupil tracking meetings between class teacher and Phase Leader, which will in turn identify the pupils needing intervention.
- At the start of the year, Reading ages of all pupils in Year 7 and above will be tested in order to establish a baseline from which to measure progress and to assist in the process of identifying pupils needing intervention. Pupils in the Primary Phase will have a reading test when they are working below their expected National Curriculum level. This will form the basis of their planned intervention programme.
- Examples of writing in particular will be kept in the Pupil's 'Learning Journey' file in order to show examples of their assessed work and progress across their school life.
- Best work books will be used for detailed formative feedback and next steps which will enable pupils to progress with their learning.

Literacy across the Curriculum

In addition to the English Curriculum, all staff will be expected to reinforce the key Literacy skills with pupils within their subject area. Staff receive training and development in relation to identified priorities for Literacy through whole school and curriculum based sessions. The teaching of the use of exam language is being embedded with staff and pupils.

The following strategies will be used across the Academy in order to ensure consistency for all pupils:

- Opportunities for pupils to develop their spoken language skills, reading and writing through implementation of the Top Tips for Speaking and Listening, Writing and Reading.
- Academy guidelines on developing competent readers and writers in all subjects through the implementation of Reciprocal Reading, Talk for Writing and any other Literacy strategies developed throughout the year, in secondary subjects and where specialist staff teach in Phases other than Phase 3.
- Clear reinforcement of expectations in terms of grammar, spelling, punctuation and vocabulary.
- Academy guidelines on marking.
- Academy presentation of work format.
- Academy scaffolding formats and writing frames e.g. Letters - formal/informal Reports, Essays, Investigations, Stories.
- Specific secondary departmental focuses identified and planned for in accordance with the secondary Literacy Co-ordinator in order to achieve positive literacy outcomes across all subject areas.
- Secondary reading and writing focus areas/skills identified on a fortnightly basis. Staff receive training on a discreet skill, including teaching strategies that can be deployed across the secondary curriculum.

English and Literacy Intervention

All pupils will access intervention until they are working at the appropriate NC level for their ability in all areas of English and Literacy. Intervention will be short term and focussed on measurable targets, which support accelerated progress through the intervention programme.

Intervention will be provided by teachers and teaching assistants for pupils who are identified as being behind their predicted target or as behind age related expectations.

Intervention will be provided by the SEN team where a pupil is identified as having specific learning needs and needing to make small steps progress.

- **The Intervention Process**
 - a) Pupils needing intervention will be identified by the Phase Leader in conjunction with the class teacher/Curriculum Leader and SEN team through termly pupil tracking meetings using data outcomes for the previous term
 - b) Intervention will be delivered over a specific time period (usually a term). This pupil will be classified as AAR 1. Pupils receiving intervention will be given a short term, challenging improvement target.

- c) If there is limited improvement through the term the Samworth SEN team will be involved and the Pupil will move to AAR 2.
- d) The Phase Leader will monitor/track outcomes of intervention to ensure added value. If a pupil has received 2 terms of intervention and has made insufficient progress the pupil will be classified as AAR 3 and external agencies will be involved for further advice and assessment.

- **Criteria for intervention**

The following criteria will be used to identify pupils needing intervention:

- a) Pupils performing below expected National average for age
- b) Pupils below individual targets
- c) Pupils making little or no progress
- d) Pupils with SEN
- e) Pupil premium
- f) Pupils who are coasting or making no progress

Literacy Intervention Programmes

The following Literacy intervention programmes are currently provided either to small groups or individual pupils at the Academy. The outcomes of pupils are submitted to the Data Manager at the end of each programme and tracked against target by the Phase Leader working with the Deputy Principal to measure impact.

Key Stage	Programme	Delivery
Foundation Stage	Speech & Language	Teaching Assistant
Key Stage 1	Speech & Language Early Literacy Strategy Five Minute Box (1&2) RML Write from the start (SEN) Speed up Reading Speed up Writing Lexia Toe by Toe	Teaching Assistants SEN team
Key Stage 2 (lower)	Speech & Language RML Toe by Toe (SEN) Speed up Writing Speed up Reading Lexia Guided Writing	Teaching Assistants SEN team
Key Stage 2 (upper) Key Stage 3 (lower)	Speech & Language (SEN) Further Literacy Strategy Narrative Skills Catch up Literacy Speed up Writing 1:1 Tutoring Write Away Together Lexia Accelerated Reader	Core Curriculum Teams Teaching Assistants SEN team 1:1 Tutors

Summary

Literacy is one of the key basic skills which a child needs in order to fully access the curriculum, to extend their learning, to function in the information world and ultimately to be active citizens of the future. It is therefore the responsibility of **all staff** at the Academy to play their part in developing the pupils at the school into literate young adults.