



Staffordshire University Academy		Academy Policy Document			
Approved by:	SLT	Issue date:	September 2018	Review date:	September 2020
Policy Owner:	Vice Principal	Page: 1 of 3			
Audience:	Staff	LAC	Parents		

Literacy Policy

We strongly believe at Staffordshire University Academy that all teachers are teachers of literacy. We are committed to developing the literacy skills of every student in the confidence that it will support their learning across the curriculum, enhance their understanding of subject matter delivered and raise standards of teaching and learning within our academy.

We believe:

- Students need a varied vocabulary, confident expression and organisational control to cope with the required levels of learning that subjects require to make good levels of progress
- Reading helps students learn, above and beyond the subject matter, texts they are given within the daily curriculum
- Writing helps to sustain and clarify thought
- Language helps us to reflect, revise and evaluate the things students do
- Being able to interpret and respond to higher order questioning in class helps students develop their level of enquiry and gain mature thinking skills
- Improved literacy impacts on students' self-esteem, motivation and behaviour It empowers them to learn independently
- Development of a students' emotional literacy supports them to think and reflect upon more complex issues and formulate their own opinions developing a sense of self

We aim to ensure that:

- Each teacher will ensure that every opportunity to tackle issues of literacy will be taken
- Schemes of work will build literacy skills within them and there will be explicit opportunities to enhance literacy within certain lessons
- Teachers encourage the development of their students' emotional literacy helping them to understand 'complex issues'
- All teachers will mark for literacy (*see academy AfL Policy*)
- Staff will follow the academy SPaG focus, developing basic literacy skills in all lesson
- Literacy learning walks will be undertaken regularly to monitor literacy across the curriculum

Implementation across the academy

We believe at Staffordshire University Academy that all teachers have a stake in enhancing literacy skills. We recognise that the following elements will have a consistent positive impact on students' development of literacy skills and these will be monitored within the learning walks mentioned earlier.



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- Lesson planning includes literacy teaching where appropriate
- Teaching is active and flexible responding to the needs of students as the lesson develops
- Teaching tasks are meaningful offering students real audiences and contexts where possible
- Students are given adequate time to think, plan, discuss, write and evaluate
- Clear differentiation is evident, particularly linked with the literacy levels of students and their learning styles

Roles and Responsibilities

Senior leaders: lead and give high priority to literacy through learning walks, agenda items and whole academy INSET.

English Department: provide students with the necessary skills, knowledge and understanding they need to read and understand, write, speak and listen effectively. Set individual literacy targets for students based on areas needing attention. Contribute to whole Academy inset and advice sessions.

Teachers across the curriculum: encourage and reinforce students’ development of reading, writing, speaking and listening and understand that these skills are integral to their own subject’s measure of levels of progress.

Parents: engage with the academy and encourage their children to read at home.

Governors: identify that literacy is important in the Academy’s success and have regular updates in meetings.

Speaking and Listening We

aim to ensure:

- Students are taught to use language precisely and coherently
- Students are taught how to participate in group talk, learning how to listen and respond appropriately
- They will have a variety of opportunities to develop their independent talk allowing them to speak for a variety of different purposes and audiences

Reading

We aim to ensure:

- Students will be taught skills to enable them to cope with the increasing demands of subjects
- Students will be taught specific skills in scanning, skimming, highlighting and summary to enable them to access texts and help them to understand and retrieve the relevant information
- Year 7, 8 and 9 will have access to the Accelerated Reading Programme to develop a love of reading and improve levels of comprehension
- All students will be tested for their reading age on entry
- Reading ages of students who need to ‘catch up’ will be reviewed regularly
- Texts used in lessons are appropriate to the reading ages of the students yet stretch and challenge accordingly

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- All students have access to current teenage fiction and library facilities during and after the academy day ends
- Learning support assistants promote good reading strategies to support weaker readers

Writing

We aim to ensure:

- Teachers make connections between students' reading and writing
- Teachers regularly model effective writing or expose students to good quality writing other than that in Academy text books
- Reinforcement of audience, purpose and levels of formality are intrinsic to the outcome of tasks
- Each subject area ensures that students are required to write in a sustained way where appropriate
- Text types/genres are varied and recognised within each subject area
- Where alignment is possible, cross curricular tasks complement and develop further teaching and learning and understanding of literacy

Spelling, grammar and accuracy We

aim to ensure:

- Teachers will identify and display key vocabulary
- Teachers revise key vocabulary
- Teachers use strategies such as acronyms and mnemonics, to help students learn key spellings
- Teachers highlight persistent incorrect spelling taking into account the differing abilities of students
- Teachers encourage editing and dictionary use to check accuracy
- Teachers model standard English and correct grammar
- Teachers correct non-standard English

Monitoring and evaluating literacy across the curriculum

- Up to date data is available to every teacher and regularly reported to parents to allow us to bench mark progress and set targets that stretch and challenge
- Learning walks will take place with clear focus areas shared with staff and tracked
- Student interviews will focus on their perceptions of literacy and their own development
- Display work demonstrates departments' commitment to whole Academy literacy