



“Literacy is a bridge from misery to hope. It is a tool for daily life in modern society. It is a bulwark against poverty, and a building block of development, an essential complement to investments in roads, dams, clinics and factories. Literacy is a platform for democratisation, and a vehicle for the promotion of cultural and national identity. For everyone, everywhere, literacy is, along with education in general, a basic human right. Literacy is, finally, the road to human progress and the means through which every man, woman and child can realise his or her full potential.”

Kofi Annan

Rationale

At The Brittons Academy, our vision is for all students to aspire, learn and achieve in order to transform their life chances. We prioritise the development of our students’ literacy skills as a key learner attribute fundamental to the realisation of this vision. The term literacy encompasses speaking and listening (oracy), reading and writing and students require a high level of competency in these skills in order to fully access the curriculum. Therefore, all staff share responsibility for literacy, whatever their subject, and are committed to working collaboratively across the curriculum to ensure that every student possesses excellent literacy skills.

Literacy is at the very centre of our teaching. All staff must demonstrate an understanding of and take responsibility for promoting high standards of literacy. Students should be taught in all subjects to express themselves (verbally and in writing) correctly using appropriate ‘Standard English’ and to read accurately with understanding. To promote literacy across the curriculum, all staff will promote the ‘WORDS Matter’ campaign with WORDS standing for:

Writing –	Are written responses grammatically correct?
Oracy -	Are verbal contributions frequent and developed?
Reading –	Is reading encouraged? Are texts reading age appropriate and scaffolded to aid understanding?
Development	Are responses planned? Are discourse markers promoted to link and extend ideas?
Say it again, better	Is redrafting and time to demonstrate improvement prioritised?

The School will:

- Raise standards of literacy, especially oracy, across the curriculum
- Enable students to access the curriculum
- Give students the skills needed to thrive in the wider world
- Involve all staff, students, parents and the wider community in the promotion of literacy



Our objectives are:

- To foster high standards of literacy throughout the curriculum
- To establish consistent literacy strategies and resources
- To closely monitor student progress and provide enhancement programmes where needed
- To develop the use of the library as a literacy resource

Arrangements for monitoring and evaluation

The effectiveness of the Literacy Policy will be monitored, evaluated and reviewed through:

Ongoing monitoring

- Lesson observations
- Sampling of students' work
- Student progress in lessons and assessments
- Student progress in literacy interventions

Annual strategic monitoring and evaluation

- Schemes of Learning review
- Analysis of student summative assessment data
- Feedback from students
- Review of the Academy and Departmental Improvement Plans
- Review of literacy interventions

The Governing Body will review the literacy policy every two years and assess its implementation and effectiveness.

The Role of the SLT Member / Middle Leader in charge of Literacy is to:

- Work with the Senior Leadership Team to determine and implement an effective literacy strategy across the curriculum
- Coordinate and lead whole school communication CPD around literacy
- Ensure consistency in practice and language between subjects
- Ensure consistent communication between school and home
- Monitor the mapping, implementation and impact of literacy intervention programmes



The Role of all Staff is to:

- Act as a role model for literacy in their communication
- Provide regular opportunities for structured talk
- Develop literacy through the teaching of their subject including an appreciation of the importance and interrelationship between the literacy and oracy
- Instil transferable skills, such as close reading, skimming and debate
- Aid literacy through the use of common resources
- Explicitly teach both high frequency (Tier 2) and technical/specialist vocabulary (Tier 3) and how to use and spell these
- Have a knowledge and understanding of students' reading ages and those attending intervention
- Utilise the whole school marking policy consistently and correctly
- Have consistently high expectations in terms of standards of literacy and oracy
- Use literacy and oracy strategies within lessons to support and challenge students
- Mark for literacy