



Literacy Policy - Secondary



1. Introduction
 - 1.1. *“Literacy’...is more than the mechanics of reading, writing, speaking and listening. The National Curriculum demands that connections be made between each strand and across subjects, which calls for thought and understanding, for recall, selection and analysis of ideas and information, and for coherent, considered and convincing communication in speech and in writing.”* [Improving Literacy in secondary schools: a shared responsibility – Ofsted 2013]
 - 1.2. We believe that the development of an effective Literacy skillset (that is, speaking, listening, reading and writing) is fundamental to the achievement of a rich and fulfilling life. We use these skills every day in order to communicate with, and make sense of, the world around us. As such, the better we are at these skills the more successful we can expect to be in life. We recognise that at the heart of improving Literacy skills is the opportunity to practise them. Improving Literacy and learning can have an impact on pupils’ self



STAR reading age data should be tracked on Bromcom to show parents/carers the progression in reading.

- 4.1.2. DEAR [Drop Everything And Read]: As a minimum, all pupils in Y7 and 8, and ideally in every year group, will be directed to read for twenty minutes in form time for a minimum of one session a week. These will be individual texts, chosen by the pupil, but reflective of their appropriate reading level. Other opportunities during the school day will also be taken to implement the DEAR strategy irrespective of subject. The Literacy Coordinator/SLT will ask subject leaders to keep a record of how/when DEAR is used within their departments.
- 4.1.3. Literacy Opportunities: delivered through subject and form groups. Promoting Literacy beyond the limited confines of the English classroom/curriculum, with a range of creative and applied activities delivered by all staff across the Trust community. For example, World Book Day, English Language Day, National Writing Day, National Poetry Day, Latin and Greek etymology and vocabulary programme, extra-curricular opportunities such as Public Speaking club and House competitions.
- 4.1.4. Fresh Start/RWI: The Fresh Start and Read Write Ink programmes will be delivered to a target group of lower ability pupils [with reading/writing levels upon entry below 100, or a reading age below 9.5]. These learners will be supported alongside their mainstream curriculum studies to narrow the gap with their peers.
- 4.1.5. The DRET reading lists – suggested texts for all pupils (across KS3 and 4). These will be disseminated to staff and pupils offering recommended titles and authors deemed appropriate to specific key stages.

5. Record keeping

- 5.1. The Trust will retain records evidencing compliance with this policy, as set out in the Trust's Data Retention Policy.

6. Roles and Responsibilities

- 6.1. Literacy across schools is driven by the Literacy Co-ordinator and SLT in conjunction with the Librarian in schools with this post. However, it is the collective responsibility of all staff in all curriculum areas to ensure that Literacy is constantly addressed in order to improve standards and raise levels of attainment.
- 6.2. Senior Leadership Teams will:
 - 6.1.1. Promote the high profile of Literacy across the Trust community, ensuring that sufficient time and support is provided for delivering an effective programme for all stakeholders.
 - 6.1.2. Lead and give a high profile to Literacy in each Academy.
 - 6.1.3. Audit, monitor, and evaluate the implementation and impact of the Literacy Policy, with support from the Literacy Co-ordinator/Librarian and all members of the governing body.
 - 6.1.4. Ensure that a reading book is part of the essential equipment for all pupils in Y7 and 8 as a minimum.
- 6.3. Literacy Co-ordinator and/or Librarian will:
 - 6.1.5. Work with SLT to audit, monitor and evaluate current provision of Literacy, with clear strategies to stimulate further progression in the implementation of the Literacy Policy.

