**Literacy Policy**

**Literacy across the Curriculum**

Literacy is a proficiency that involves having the confidence and competency with the written and spoken word. It is the capacity to take knowledge of vocabulary, syntactical structures and grammar and apply these to deal with everyday life in everyday situations. Being literate gives students the ability to cope confidently with the demands of communication in further education, employment and adult life.

Literacy requires an understanding of the alphabet, a repertoire of vocabulary and an ability to use linguistic constructs in a variety of contexts. Literacy also demands an understanding of the relationships between words such as pluralisation, tense agreements and an in depth understanding of word classes to construct cohesive sentences.

Poor literacy skills can hold back a students’ progress and lower their self-esteem. In the long term, this can deeply affect their confidence in communication and ultimately their ability to build relationships with others. Poor literacy skills can also limit an individual’s understanding of the world around them and also can impact on their self-expression.

**Our Mission Statement:**

Cedar Mount Academy is committed to raising the standards of literacy of all its students so that they develop the ability to use literacy skills effectively in all areas of the curriculum and the skills necessary to cope confidently with the demands of further education, employment and adult life.

***The purpose of our whole-school literacy policy:***

* To develop, maintain and improve standards in literacy across the school;
* To ensure consistency of practice including methods, accuracy of grammar, vocabulary and marking;
* To indicate areas for collaboration between subjects;
* To assist the transfer of pupils’ knowledge, skills and understanding between subjects.

***Priority areas for Cedar Mount Academy:***

1. A significant number of individuals have low reading ages and find it difficult to decode and infer from their reading.
2. There are many students who lack the ability to communicate clearly with their peers and class teachers within a classroom setting. When communication occurs, it is often under-developed and inaccurate in terms of language use.
3. Some pupils struggle to write at length about topics that they find interesting.

In order to develop literate pupils, it is essential that pupils first have confidence with the basic skills that literacy requires of them. The following areas are key foci for the academy this year:

***Students should be able to:***

* Use a range of strategies including accurate decoding of text, to read for meaning
* Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text
* Deduce, infer or interpret information, events or ideas from texts
* Identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level
* Vary sentences for clarity, purpose and effect
* Write with technical accuracy of syntax and punctuation in phrases, clauses and sentences
* Organise and present whole texts effectively, sequencing and structuring information, ideas and events
* Construct paragraphs and use cohesion within and between paragraphs
* Select appropriate and effective vocabulary
* Use correct spelling
* Talk in purposeful and imaginative ways to explore ideas and feelings, adapting and varying structure and vocabulary according to purpose, listeners, and content
* Listen and respond to others, including in pairs and groups, shaping meanings through suggestions, comments, and questions
* Create and sustain different roles and scenarios, adapting techniques in a range of dramatic activities to explore texts, ideas, and issues

***Developing a consistent approach to literacy:***

Literacy is a key skill within pupils’ learning and all pupils are entitles to quality experiences in this area. The development of literacy is therefore the responsibility of all staff.

Students at Cedar Mount Academy need to be exposed to literacy in all its different aspects. The ethos that becoming literate is essential and not just about ‘extra English’ needs to embedded. The responsibility to develop literacy does not lie with the English team alone but with the whole staff body; both teaching and non-teaching. Students need opportunities to develop their communication skills, produce developed written work and read a variety of different texts.

Pupils’ literacy skills can also be consolidated and enhanced when they have opportunities to apply and develop them across the curriculum.

It is crucial that all staff follow the marking for literacy policy and make use of the literacy codes. Pupils must engage with the errors identified by the consistent use of these codes in all subjects to better understand the errors that they are making within their writing.

***The following codes must be displayed in each book of every pupil in every subject area:***



***Within curriculum areas:***

Each department should identify the contribution it can make towards literacy and other literacy skills in their curriculum area so that students become confident at using and applying literacy in a range of contexts.

Curriculum areas should endeavour to ensure that materials presented to students will match their capability both in subject content and literacy. They should ensure that they include keywords and specific referencing that will support literacy and learning in their area.

Curriculum areas should ensure consistency of practice including methods, vocabulary, modelling of speech and writing so students are continually exposed to the correct/most appropriate ways of communicating rather than shortened versions such as the use of slang or non-standard communication.

***Activities:***

English and Humanities to work together to identify any similar sentence stems, vocabulary, and exam language that is similar across the subjects.

The literacy co-ordinator to liaise with other subject leaders to identify, review and update any opportunities for literacy within their schemes of learning.

Literacy posters will be developed for each subject to aid spelling, punctuation and grammar and to help pupils see the relevance of literacy to that particular subject area.

***Within pastoral teams:***

As part of embedding the ethos that literacy is an essential life skill, it is important that the pastoral team engage students in literacy based activities on a regular basis.

***Activities:***

Weekly literacy sessions in form time. This will have emphasis on a different skill each week.

Half-termly literacy competitions as part of the house system with prizes and certificates being issued, such as the ‘Spelling Bee’.

***Staff CPD:***

Deliver CPD sessions to academy staff in order to develop a consistent literacy approach across the academy. This is to focus on both developing consistent teaching methods as well as helping staff to develop a learner’s confidence in using literacy skills within different subjects.