



Literacy Policy

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	▪ October 2023 – No changes
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1. Introduction

At Ormiston Sheffield Community Academy we understand literacy to mean competence in the areas of reading, writing and the use of spoken language.

We have a commitment to developing the literacy skills of all students, regardless of age or ability, in order that they can become effective and independent communicators. Effective communication is essential for both academic success and the wider world and therefore all staff share a commitment to supporting the explicit teaching of literacy skills across the curriculum.

Staff will provide opportunities for students to develop their skills in the disciplines of reading, writing, and oracy. Staff will aim to understand the literacy demands of their subjects and support these through learning and teaching.

2. Rationale

- A minimum level of literacy needs to be attained by all students if they are to access the curriculum effectively and independently.
- The academy aims for all students to make significant progress in their reading and writing skills.
- Literacy skills need to be explicitly taught to students of all ages and ability.
- A common approach to literacy will support high levels of basic skills.
- All staff will explicitly teach language features relevant to their own subject in order to further develop disciplinary literacy skills.
- All staff will plan challenging and varied learning activities that are appropriate to the language abilities of students.
- At a departmental level, disciplinary literacy development will be planned for and made explicit in Schemes of Work.
- Details of students' language competencies, such as reading ages and Key Stage 2 data will be available to all staff to assist in the planning of challenging and appropriate learning activities.
- All staff will have access to appropriate training to provide them with the necessary understanding of language to support teaching and learning in the classroom.
- All staff will encourage and reinforce high standards of language use in students, appropriate to their ability and maturity.
- All staff will demonstrate the importance of the appropriate use of language to suit audience and purpose.
- The learning environment across the academy will promote the appropriate use of literacy and language.

3. Entitlement of Students

- All students are entitled to support in developing their literacy skills, regardless of age and ability.
- All students should have access to engaging, challenging and appropriate literacy resources.
- All students should be encouraged to see the relevance of effective literacy skills in the wider world.



- All students should have access to personalised learning opportunities and intervention where necessary.

4. Entitlement of Staff

- All staff are entitled to training and support to provide them with the skills to explicitly teach the literacy demands of their subject.
- All staff should have access to resources that assist them in explicitly teaching the literacy demands of their subject.
- All staff are entitled to feedback via teaching observations to allow them to improve their pedagogic practice and better support student literacy development.

Our commitment to developing literacy skills for all students can be defined in the three categories of reading, writing and speaking and listening, as set out below.

5. Reading

All staff aims:

- To take account of students' reading ages to plan appropriate resources and strategies.
- To review the reading demands placed upon all students in their subject area, to ensure that reading for understanding is explicitly taught and monitor student progress.
- To employ a range of strategies to ensure that students are active readers.
- To ensure that there are resources available to challenge and extend the abilities of all students taking their subjects.
- To liaise and consult with the Director of SEND to ensure matching of reading difficulty to individual ability.
- To promote reading both for learning and for pleasure through our 'We are a Reading Community' initiatives.
- To ensure reading intervention programmes are in place to improve the skills of weaker readers, in order that they can better access the academy curriculum.

6. Writing

All staff aims:

- To review schemes of work and teaching plans to identify opportunities for increasing the variety of extended writing activities presented to students.
- To engage with The Writing Revolution CPD provided to all staff throughout the year.
- To ensure that the reviewing and redrafting of written work is perceived as the norm by their students.
- To support students' writing through the explicit teaching of structure and language relevant to their subject area.
- To support oracy as a means of preparing for writing and assisting students in planning and organising.
- To employ The Writing Revolution strategies, to support writing.
- To liaise and consult with the Director of SEND to ensure matching of difficulty in writing tasks to individual ability.



- To ensure that there are written tasks available which will challenge and extend the abilities of all students.
- To play their part in improving students' spelling, handwriting, and presentation of written work.

7. Oracy

All staff aims:

- To place value on oracy as well as written work, recognising that discussion of topics is usually an essential precursor to any written work.
- To review teaching content and styles to monitor, modify and provide a variety of student opportunities for speaking and listening.
- To plan structured opportunities for talk in lessons, using the academy agreed oracy strategies.
- To provide support materials, such as speaking frames, to assist students in scaffolding talk.
- To ensure that students' oral contributions and achievement, formal and informal, are included in the process of teacher assessment, recording and reporting.
- To model examples of effective talk, using Standard English, both in their own talk and in giving examples of what is expected from students in their work.
- To promote the use of appropriate vocabulary, relevant to audience and purpose of tasks.

8. Monitoring and Evaluation

The monitoring and evaluation of literacy will be done in a number of ways by:

- Implementing the academy Quality of Education QA processes to assess the impact of literacy strategies.
- Using data and feedback information after assessments to identify areas of need.
- Using reading age data to regularly review whole academy reading strategies.
- Using Student Voice and Teacher Voice to contribute to analysis of impact.