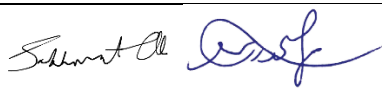


The Pioneers
ACADEMY



THE PIONEERS ACADEMY

LITERACY AND EAL POLICY

<i>Policy to be reviewed</i>	Sept 2024
<i>Date policy approved</i>	Sept 2023
<i>Head Teacher and Proprietor</i>	

Overview

Defining literacy

Literacy involves the ability to read and write. However, it also involves recognising, reproducing and manipulating the conventions of a range of texts as well as developing speaking skills. There are also new forms of literacy which relate to the development of digital technology and the use of multimedia which also require consideration. A number of ways, based on research, have been suggested in which literacy should be encouraged within the curriculum including the development of:

I. Speaking and listening skills. Speaking encourages students to organise and structure ideas, while active listening is key to picking out important information. These skills could be further enhanced by tasks which integrate speaking and listening skills with reading and writing tasks as this can help to reinforce both skill sets.

II. Reading skills. This should include being able to interpret a range of different text types as well as understanding how style and format can affect how different meanings are communicated.

III. Writing skills. In conjunction with grammar, punctuation and spelling, students should also learn about the craft and different styles of writing for different purposes. The idea of **'text type'** is central to this, whereby a 'text' is a piece of writing and the 'type' of text relates to its purpose or the reason why it is being written.

These skills should be reinforced both within specific subject areas as well as across the curriculum.

Literacy provides students with the tools that they need to communicate effectively through **speaking and listening, reading and writing**. It therefore underpins student progression across all subjects. Consequently, **all teachers at Pioneers Academy are also teachers of literacy** and, as such, they should seek to embed all three of the above literacy skills within their pedagogical practice and classroom environment.

The relevance of literacy across the curriculum

1. Literacy has been identified as a key skill that is integral to raising achievement across the curriculum as well as to equipping young people for the workplace. Literacy supports learning in several ways, providing students with the vocabulary and the organisational control that is needed to progress across all subjects (see Ofsted 'Improved Literacy in Secondary Schools: a shared responsibility').
2. This literacy policy outlines how literacy is to be developed at Pioneers Academy with the aim of promoting a shared understanding of how to enable students to transfer their literacy skills between different subjects.

Our practice

It is critical that teachers at The Pioneers Academy begin to use a **'common language'** to promote literacy by developing their awareness of the different ways that literacy is being developed across the curriculum. Staff referencing the same techniques to promote literacy will enable students to transfer their skills between subjects more easily. Teacher awareness

of the different techniques used to promote literacy will be raised through whole staff training within school.

When **planning for literacy**, teachers at The Pioneers Academy should ensure that:

- i. The **success criteria for literacy** within written and discussion-based pieces of work are shared and discussed in terms of tone, style, conventions, audience and structure. Where appropriate, topic sentences and mnemonics (such as TEAL and PEE) should be used to help structure extended written work more effectively.
- ii. **Subject specific vocabulary** is communicated and used effectively within lessons and consolidated with display.
- iii. **Feedback should be provided on general literacy** skills both within lessons and when **marking** of both classwork and assessments (this includes: spelling, punctuation and grammar).

The development of literacy skills within the school will be **monitored and evaluated** through the various quality assurance processes that are already in place such as learning walks and book monitoring.

An integrated approach to literacy across The Pioneers Academy

Reading and manipulating information is fundamental to all subjects. As such, literacy is inherently bound up with the development Reading, Writing, Communication and Maths skills (RWCM). Consequently, all departments and all teachers have a role to play in supporting students' literacy development.

Developing literacy across the curriculum will require all teachers to understand that they are a teacher of literacy and to acknowledge how different subjects can contribute to the development of literacy skills. They also need to develop an awareness of the language demands made upon students in different subject areas.

A whole school approach will also require a consistent approach to literacy, whilst enabling specific subjects to develop their own resources as appropriate.

Whole school and subject based CPD will ensure that teachers are able to facilitate the development of literacy skills within subjects. It should be made apparent how literacy can be incorporated into medium term planning and schemes of learning.

Developing Literacy within The Pioneers Academy

The use of **subject specific vocabulary** should be promoted across all departments and careful consideration needs to be given to which terminology is introduced and when. It is expected that all students should be able to use specialist vocabulary appropriately, fluently and with confidence. The use of glossaries and display within the department will ensure that this permeates the learning environment.

Teachers should make the success criteria for literacy clear in for pieces of written or discussion-based work.

When planning for literacy, teachers should promote the following three skills, as appropriate to their schemes of learning:

I. **Learning through Speaking and Listening:** this includes developing strategies to teach pupils how to participate orally in groups and in the whole class, including: using talk to develop and clarify ideas; using active listening skills to identify the main points to arise from discussion; listening for a specific purpose; discussion to promote debate and the evaluation of ideas. Students should be able to use language precisely and coherently to respond to and build on their ideas constructively.

II. **Reading and Learning from text:** to enable students to use their reading skills to help them to learn and to develop increasing confidence and competence in reading different types of texts. They should be able to interpret the meaning behind these texts and the different ways in which this can be communicated through language. Students should be able to use strategies which enable them to: read with greater understanding; locate and use information; follow a process or argument; summarise; synthesise and adapt what they learn from their reading.

III. **Learning through writing:** students should be able to use writing to express their ideas and thoughts. This in turn requires an understanding of how to organise their writing so that they can write in a widening variety of forms for different purposes e.g. to interpret, evaluate, explain, analyse and explore. Subjects that require students to complete extended writing tasks should provide them with a **structure** which will enable them to better organise their writing.

- **Topic sentences** are an effective way to do this and should be used as a **cross-curricular tool** to help organise extended pieces of writing.
- Mnemonics such as **PEEL and SEEDL** are also useful, providing students with a way of remembering how to develop their points fully.
- Students should also be clear about the tone, style, conventions, audience and purpose which underpin their work.

Ensuring that links are drawn between speaking, reading and writing skills is important because reading and speaking can provide students with a clear model for their written work.

Creating a Community of Readers at The Pioneers Academy

Wider reading is essential to developing an awareness of how tone, style, conventions, audience and structure can be used to communicate meaning within different texts.

The English department aims to develop these skills amongst key stage three students through reading in lessons and working book/ text analysis, which encourages students to read and analyse books from different 'genres' throughout the year.

At The Pioneers Academy, all students will have daily silent reading during form time and will do bi-weekly book reviews. Students will be provided with a **reading list to support them and challenge them to read texts that they otherwise may not.**

Assessment of and marking for Literacy

Feedback and marking should relate to speaking and listening, reading and writing across the curriculum, as appropriate. Within our context, high standards of verbal and written articulacy should always be encouraged. For each class, every opportunity should be taken to ensure that:

- i. subject specific technical terms are used correctly and spelled accurately.
- ii. vocabulary tests on terminology are given as appropriate.
- iii. the criteria for written and discussion-based work in terms of tone, style, conventions, audience and structure are shared and discussed. This will ensure that ideas are clearly structured and easy for the reader to follow, whether it be imaginative prose, mathematical symbols, notes or any other form, there is a shape (e.g. a logical sequence) that gives it coherence.
- iv. students can use various means of conveying information; for example, speeches, prose, narratives, graphs, maps, statistics, brief notes, diagrams.
- v. students draw upon and analyse a range of different texts to inform their ideas.
- vi. written errors are pointed out when work is checked.

When evaluating students' progress in literacy via work scrutiny, teachers and senior leaders should ensure that their work shows improvement in the development of their literacy skills by the same pupil over a period. For example, they have widened their vocabulary compared to a year ago; they have learned how to improve their note taking.

Monitoring literacy across the school

Each subject area will be expected to use this policy to draw upon as a guide to promote literacy and identify further opportunities for incorporating the teaching of literacy.

Senior Leaders will monitor the implementation of the marking for literacy policy via observations, departmental meetings work scrutiny, learning walks, student focus groups and other quality assurance processes.

Meeting the literacy needs of EAL learners

The profile of the student intake at The The Pioneers Academy also dictates that teachers should recognise the need to differentiate literacy-based tasks for EAL learners as well as gain an understanding of the cultural, social and linguistic barriers that can hinder the development of literacy skills.

Literacy can hinder the progression of students for whom English is a second language. At Pioneers Academy, we are committed to sharing best practice with regards to engaging and differentiating for EAL learners.

Teaching and Learning

Staff can help pupils learning English as an additional language in a variety of ways:

- By helping EAL pupils to become confident and fluent in speaking and listening, reading and writing in English in order to be able to fulfil their potential.
- By encouraging reading and writing in lessons and outside lessons.
- By planning differentiated/ scaffolded work for EAL pupils if necessary.

- By setting appropriate expectations; encouraging pupils to contribute and give more than one-word answers.
- By monitoring progress carefully and ensuring that EAL pupils are set appropriate and challenging learning objectives.
- Recognising that EAL pupils may need more time to process answers.
- Ensuring that there are effective opportunities for talking, and that talking is used to support writing.
- Encouraging pupils to transfer their knowledge, skills and understanding of one language to another.

Some strategies staff can use are:

- Make the purpose of reading explicit:
- Read aloud to pupils
- Teach pupils how to find their way around text books and use index, contents, etc.
- Show pupils how to write questions before starting research
- Help pupils decide whether to scan or skim read or close read
- Ask pupils to transfer information from text to diagrams
- Encourage and show pupils how to use the library for research and pleasure
- Encourage writing to think, explore and develop ideas
- Structuring and organising writing to link ideas into paragraphs
- Developing clear and appropriate expression at sentence level

Access and Support

- **All** pupils will follow the full school curriculum.
- EAL pupils will be supported through support in the classroom.
- Where necessary, withdrawal support/ intervention may take place

Next review date: September 2024