



Literacy Procedure 2024-2026	
Committee:	Teaching and Learning
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Responsible Officer:	Regina Lawrence

RATIONALE AND AIMS

Literacy Procedure Rationale

The CAM Academy Trust has six core values that are at the heart of all academies overseen by the Trust. The first three of these principles are impossible to achieve without providing a solid grounding in literacy for all of our pupils:

- The excellence principle.
Education must be of the very highest standard.
- The comprehensive principle.
Education must be for all types and abilities of pupils.
- The broad education principle.
Education must incorporate a broad range of subjects and personal development.

Furthermore, the need to make literacy a key part of all teaching extends beyond these principles to the core of what it is to provide education, this is detailed in The Teachers' Standards which notes that all teachers have "responsibility for promoting high standards of literacy, articulacy, and the correct use of Standard English whatever their specialist subject" (Department for Education).

Beyond this, we have a responsibility to our pupils' wellbeing and futures. Lacking vital literacy skills will hold our pupils back, not just in school, but for the rest of their lives: as a child they won't be able to succeed in their subjects and examinations; as a young adult they will struggle to find employment; and as a parent they won't be able to support their own child's learning.

Literacy Procedure Aims:

- To maximise every learner's literacy skills to enable them to access all aspects of our school's curricula.
- To embed a common 'language for learning' to teach learners how to think, talk and write as subject specialists.
 - To support and empower teachers to embed the explicit teaching of literacy skills in their lessons and curricula.
- To put necessary provisions in place to support the development of pupils' literacy skills.

Our pupils should...

- be able to read and write with confidence, fluency and understanding.
- be able to use spoken language and listening skills to explore, articulate and extend their understanding with confidence and assurance.
- have an interest in words and their meanings, building a broad vocabulary.
- use their vocabulary appropriately for different purposes and be accurate in their spelling of words.
- know, understand and be able to write in a range of forms, and be familiar with ways in which those forms are constructed.
- understand the conventions of different non-fiction text types and be able to use these conventions confidently as readers and writers.
- plan, draft, revise and edit their own writing from notes to a finished form
- understand the publishing process and be able to use a variety of means including ICT to produce texts for different audiences.
- have an extended technical vocabulary with which to discuss and evaluate their reading and writing.
- read and write with enjoyment and discrimination.
- through speaking, reading and writing, develop their powers of imagination, critical awareness and thinking.
- be able to research independently and make notes from a variety of sources.
- know how to use the library resourcefully and purposefully.
- use appropriate reading strategies to extract particular information, e.g. highlighting, scanning.
- use speech to question, hypothesise, speculate, evaluate, solve problems and develop thinking about complex issues and ideas.
- be able to write clearly in with increasing sophistication, using varied punctuation, sentence structures, paragraphs and other technical devices for purpose and effect.
- adapt their writing to suit audience and purpose.

1. Leading Literacy Across the School

The key aims are:

- To adopt a whole-school approach to literacy, across all curricula in the school, that supports the development of literacy skills.
- To enable all pupils to reach their potential in the key literacy skills of reading, writing, speaking and listening.
- To raise staff awareness of key literacy strategies through working party discussions, INSET training and the dissemination of good classroom practice.
- To encourage staff to take responsibility for the development of literacy in their subject areas through the inclusion of appropriate schemes of work and lesson planning.
- To support the development of literacy through the deployment of a range of resources in the school e.g. Library, ICT suites.
- To identify specific roles and responsibilities within the school with regard to the development of literacy work.
- To establish procedures for monitoring and evaluating the raising of standards in literacy across the curriculum and within departments.

2. Reading for pleasure, wider reading and vocabulary acquisition



In line with our guiding principle of removing barriers for pupils from disadvantaged backgrounds, we have identified vocabulary acquisition as crucial, and as such have developed a whole-school approach. The phenomenon of a 'vocabulary gap' between advantaged and disadvantaged children is thoroughly researched and documented; as well as being an indicator of disadvantage, an impoverished vocabulary is also in itself a significant barrier to learning.

Whole-school approach

Departments are encouraged to include tasks to clarify understanding of key concepts and vocabulary, and to offer audio recordings of the text, because of the value of the additional contextual clues of hearing the words spoken. In tutor time, pupils are encouraged to read widely and often, which focus on both accountable, independent reading and vocabulary acquisition.

Increasing reading challenge

We recognise that reading texts of increasing challenge is vital in securing pupils' continuing acquisition of Tier 2 vocabulary, their critical faculties, their ability to communicate – and often their pleasure in the act of reading itself. We have therefore taken a number of steps to bring this about: All pupils are expected to read independently; at Key Stage 3. they have timetabled access to the library once per fortnight; tutor time is also used for independent reading, once each week; English teachers monitor their reading and encourage them, in a structured way, to progress to more challenging, or a more diverse range of, texts.

As well as providing these for our pupils, we have mapped in similar ways texts that are appropriate for primary pupils, from Early Years to KS2, and shared these with our partner primary schools and across our Trust primaries. We firmly believe that a consistent and structured approach to reading is best embedded in these formative years, so that we can build on and develop pupils' reading from an appropriate level when they arrive with us in Year 7.

Monitoring reading development

We use reading test data and English lesson assessments to assess pupils' reading fluency and comprehension. Pupils are tested when they arrive to the school, and then termly or bi-annually thereafter, so that we can monitor the progress they are making and tailor our book recommendations to them. Those pupils whose reading age is lower than their chronological age are targeted through a set of intervention programmes, often including time with a dedicated member of staff.

Explicit teaching of vocabulary

The approach to vocabulary acquisition incorporates the explicit teaching of words. We recognise the value of introducing pupils to etymology in making them word-conscious and able to deconstruct academic vocabulary. Each week, in tutor time, year 7 are taught a Greek or Latin root word and complete activities related to it, with the intention of building a coherent approach to making pupils word-conscious and overcoming the disadvantage that both leads to and results from an impoverished vocabulary.

3. Reading skills

Across the whole curriculum teachers will provide activities for pupils to:

- read and follow written instructions;
- read to explore and to develop understanding;
- explicitly learn reading strategies: how to sift, select and take notes from the text;
- learn how to access their textbook, including format and index;
- learn how to select from written material, reformulate, question and challenge what they read in textbooks, encyclopaedias, and newspapers or from ICT sources.

Teachers will provide reading material of high quality, which is up to date, relevant and engaging and reflective of both the school community and the wider world.

4. Writing skills

Across the curriculum teachers will provide activities for pupils to:

- use writing to plan and organise;
- plan, draft, discuss and reflect on their writing, using ICT, where appropriate;
- write for a range of purposes and audiences;
- make notes in a variety of formats, e.g. bullet points, diagrams.

Teachers will set writing tasks that have clear and immediate purposes are objective driven and which are appropriate for the age and ability of the pupils concerned.

Teachers will teach pupils how to structure their writing using a variety of sentence structures, paragraphs and a wide range of punctuation, including higher order punctuation e.g. semicolons, colons and brackets.

Where pupils are asked to write in a particular genre, e.g. a newspaper report, teachers will ensure that pupils are familiar with the appropriate style and conventions.

Teachers will correct errors in grammar, punctuation and spelling in line with the school's Guidance for Marking document.

Teachers will aim to:

- provide good models of particular kinds of writing;
- provide frameworks, where appropriate;
- provide dictionaries and teach pupils how to use them;
- display 'Key Words' in the classroom;
- teach subject specific vocabulary and spelling;
- encourage high standards of presentation.

6. Oracy

Across the whole curriculum teachers will provide activities for pupils to:

- practise the key oracy skills of speaking and listening
- practise the key aspects of oracy skills: physical (voice projection etc.); cognitive (structuring speech and being able to convey meaning); and social and emotional (being aware of audience and their understanding)

- listen and carry out instructions;
- explore and develop ideas with others, through their talk;
- ask questions, as well as answer them;
- work collaboratively, and positively, with others.

7. Supporting literacy and planning interventions

We aim to ensure that all pupils reach their full potential according to their individual abilities. We identify which pupils are low achieving and under achieving, in order to take steps to improve their attainment. The range of strategies we have in place to support pupils with literacy needs include:

- Early identification for incoming Year 7s bridging units with Primary schools
- Analysis of data gathered through the reading tests across KS3 and CATs data
- Analysis of data gathered through the use of a standardised spelling test in Y7
- When a teacher identifies a pupil who they feel would benefit from extra literacy support, they should complete a “Cause for Concern Sheet” and forward this, with supporting evidence, to the Special Educational Needs Co-ordinator.
- All teachers are provided information of pupils receiving support so they can provide support within the classroom. Pupils who have been identified as needing targeted literacy support will be given extra literacy help. Progress will be tracked to allow for adjustment of targets set at the beginning of the year. The range of support includes:
 - Discrete one-to-one or group support sessions with a dedicated Literacy Support teacher;
 - Use of a range of strategies in class, such as questioning, group work, individual task completion, extended activities and peer and self-evaluations which will be used to ensure that pupils are challenged;
- Parent Learning Support Information Evening to provide communication on Literacy initiatives and practical advice on how parents can help their child;
- Classroom assistants will work closely with the SEND Co-Ordinator, Literacy Co-Ordinator and subject teachers to assist the pupil with focused and adapted classwork, projects and homework

Literacy Support for SEN Pupils

The Literacy Co-ordinator will work in conjunction with the SENDCO to ensure:

- An early identification and assessment of a pupil’s difficulties;
- A staged approach to provision as set out in the “Code of Practice” (1998) and “SEND0” (2005);
- Collaboration with stakeholders prior to the formulation of pupils’ Individual Education Plan in order to identify Literacy targets;
- Settings of appropriate literacy targets to allow for pupils’ progress and improvement in literacy.