



Literacy Policy

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Appendices

“Language is the prime medium through which pupils learn and express themselves across the curriculum, and all teachers have a stake in effective literacy.”

Literacy Policy

1.1 Academy Rationale

Literacy is one of the fundamental elements of learning; it concerns the way learners access and interact with every kind of written text. High standards of literacy lead to success, both at school and in adult life. Our Academy’s vision is to provide a wide variety of learning opportunities that will focus on the development of students’ levels of literacy. These opportunities will also help our young people to become confident, independent, lifelong learners, who are able to make a positive contribution to society and are prepared to be able to lead a good and successful life. This will significantly improve their life chances by ensuring social equity and mobility so that they are prepared to compete in a global economy.

Oasis Academy Enfield recognises that:

- Students need vocabulary, expression and organisational control to cope with the cognitive demands of different subjects.
- Reading helps students to learn from sources beyond their immediate experience.
- Writing helps students to sustain and order thought.
- Language helps students to reflect on, revise and evaluate the things they do, and to reflect on and evaluate the things others have said, written or done.
- Responding to higher order questions encourages the development of thinking skills and enquiry.
- Improving literacy and learning will impact on students’ self-esteem, on motivation and behaviour.
- Improving literacy allows students to learn independently. It is empowering.
- Improving spoken literacy gives students confidence when interacting in formal contexts.

All Schemes of Learning and lessons identify specific opportunities to develop literacy skills. All teachers have a clear understanding of the KS3 National Curriculum for English and how the skills, concepts and knowledge relates to their own subjects and lessons. Literacy objectives (See Appendix A) help inform how literacy in each subject it is taught, and how it is learnt. Literacy is an integral part of ‘Do Now’ and mini plenaries in lessons.

A specific literacy session at the end of every day is set apart for all students in years 7 - 10. The session addresses the technicalities of all aspects of literacy and covers all literacy objectives across each year group. (See Year 10 example below). Spelling, punctuation and grammar rules are explored in depth and common misconceptions are addressed and practiced each week.


Oasis Academy Enfield

The Rule of Law

Think, Pair, Share the big question.
Doesn't the law restrict our freedoms?

Grammar

Alex felt very proud when his mum got the award.



This is an **independent clause**. It has a **subject** (Alex) and a **main verb** (felt). It expresses a complete idea.


This is a **subordinate clause**. It **doesn't express a complete idea**, but it still has a verb and a subject. It gives more information about when Alex was proud.

Subordinate clause

Independent clause

Grammar

Nobody goes into the classroom until Mr Martinez has had his coffee.



This is an **independent clause**. It has a **subject** (Nobody) and a **main verb** (goes). It expresses a complete idea.

This is a **subordinate clause**. It **doesn't express a complete idea**, but it still has a verb and a subject.

OF RULE LAW

W3 I always use capital letters, full stops and a range of advanced punctuation accurately in my writing

Key language

- Liberty
- Democracy
- Justice
- Equality
- National security
- Human rights
- Sanctions
- Rewards
- Safeguarding
- Power
- Rule
- Protection
- Abuse of power

Oasis Academy Enfield

The Rule of Law

Think, Pair share the big question.
Doesn't the rule of law restrict our freedoms?



Identify 3 subordinate clauses in the following text:

What is the rule of law?

The principle that everyone in the country has to obey the same rules – even politicians. The Victorian scholar A.V. Dicey said that this ensures a “government of law”, not a “government of men”. He meant that, because the law is the highest authority in the country, rulers are unable to do as they please, as they can in an autocratic system. If they do something illegal, they will be punished.

One of the most important documents in the nation's legal history is the Magna Carta. In 1215, English noblemen were unhappy at how much power King John had and wanted to place some limitations on him. Magna Carta (its name means “the great charter” in Latin) established for the first time that no one is above the law – not even the monarch.

Magna Carta marked a big turning point in world history. Not only has the Magna Carta informed Britons' faith in the rule of law, it has inspired similar documents around the globe, such as the United States Bill of Rights.

An example of an **independent clause** would be 'Tim likes to draw'.

A **subordinate clause** would be, 'Tim likes to draw, even when he's tired'.

W3 I always use capital letters, full stops and a range of advanced punctuation accurately in my writing

Now write 4 sentences in response to the big question using at least 2 subordinate clauses

1.2 Responsibility for Literacy

All members of the school community are responsible for the promotion of literacy through high expectations of written and spoken literacy. All staff in school have a crucial role to play in developing students' academic and formal language whether through modelling Standard English in conversations with each other or teaching subject specific academic language in lessons.

1.3 Purpose of policy

- To ensure clarity of whole school systems and approaches to support the literacy of all students.
- To ensure all staff understand their responsibilities in relation to literacy so that we can provide an enriching environment for our students.
- To support the development of a curriculum which enables the improvement of academic language and voice in all subject areas so that students are equipped with the skills required for success at GCSE and beyond.
- The aim of this policy is to implement a whole school approach to the encouragement, support and monitoring of literacy across the curriculum.
- Oasis Academy Enfield recognises that, for literacy to play an important role as a vital instrument of learning, teachers across all curriculum areas need to create an environment which provides contexts and conditions to facilitate the development of the core skills of speaking, listening, reading and writing.

1.4 Evaluation

- The named personnel with responsibility for literacy to ensure the school's Literacy Policy and Procedures are reviewed and updated regularly.
- Designated senior leader and the literacy lead evaluate the impact of interventions and initiatives termly.
- Outcomes and evaluations from literacy training sessions inform termly updates of the school's programme of Continuous Professional Development.

1.5 Links with other policies

- Curriculum Statement
- Teaching and Learning Policy

1.6 Accordingly, the academy will:

- Make raising standards in literacy the responsibility of all teaching staff.
- Create a literacy working party will be identified and supported to lead in a range of activities such as:
 - a. Creating writing, spoken word and poetry competitions. This will be supported by the Oasis Academy Enfield Performance showcase at the end of each academic year.
 - b. Inviting to the academy visiting writers, poets, parents/carers and prominent members of the community to share their love of reading with the students.
 - c. Organizing regular poster campaigns on doors etc., with curiosity-piquing questions / book quotes / facts - leading to answers in the Library.
 - d. Organizing story telling / book reading / favourite book slots at lunchtime.
- Demonstrate to students the extent to which literacy skills are valued through a range of exciting activities and competitions and through the academy reward system.
- Emphasise the central importance of literacy in the teaching and learning of individual subjects.
- Encourage and reinforce consistent standards of language use in students that is appropriate to their ability and maturity with a clear focus on the development and use of tier 2 vocabulary during literacy time.

- Ensure that students acquire a level of literacy that will enable them to cope with the increasing demands of subjects in terms of specific skills, knowledge and understanding.
- Identify and monitor the integration of literacy skills in the development of Schemes of Learning relating to each subject area.
- Ensure progression in Information literacy skills, including skimming and scanning skills, through Schemes of Learning and through the literacy time program.
- Encourage departments to share good practice by exhibiting or exemplifying students' work.
- Identify progression in the main forms of speaking, listening, reading and writing undertaken in each subject area and strengthen teaching plans accordingly.
- Regularly evaluate the strengths and weaknesses in students' work and identify literacy cross-curricular priorities for each year group.
- Provide baseline testing for all new students and regular monitoring of progress - for reading this will be assessed and monitored through Accelerated Reader. Provide support and mentoring for students with individual literacy needs.
- Encourage parents to take an active role in the encouragement of reading; celebration events will support this.
- Celebrate students' achievements in literacy across Oasis Academy Enfield.
- Promote reading for pleasure as well as for the development of literacy and communication skills through the Library and national events like World Book Day

1.7 Practical Strategies for staff:

Oasis Academy Enfield has already or will develop the following practical strategies for raising standards of literacy:

- The lead for Literacy has overall responsibility for coordinating the implementation of the policy into practice.
- All subjects include a reading slot of 15 - 20 mins during lesson time, to support students' understanding of the subject from a variety of perspectives, using a variety of media e.g. newspapers, internet blogs, articles, fictional accounts, etc. and to support students to read around their subject thus supporting the development of cultural capital.
- A range of 'Do Now' literacy based PowerPoint slides are made available for all subject areas to adapt to ensure a purposeful start to lessons.
- Students are introduced to a range of Tier 3 vocabulary in their individual subjects and Tier 2 vocabulary in their lessons and again during the after school literacy sessions. Students are expected to use the vocabulary in discussion and in their writing
- All departments will purchase a set of dictionaries for each classroom used by their department, to support students to 'up-level' their vocabulary.
- Each subject also identifies subject specific schema (Tier 3 vocabulary) for each unit of work which is explicitly taught through the use of regular low stakes quizzing and through writing tasks.
- Year 7-10 students will have the opportunity to focus on reading for pleasure for two sessions a week during literacy their literacy session (Accelerated Reading).
- Reading as a regular feature of Oasis Academy Enfield life. There are comfortable reading areas in the school with a range of books that students can access before school and during break or lunch times.
- The Library is open at specific times for silent reading and study.
- Top Library users rewarded with certificates, book tokens, and letters home.
- Student involvement in the choice and selection of books in the Library through Student Voice
- Prominent book publishers will be invited in to carry out book fayres. All members of the local area including parents and feeder primary schools will be invited to attend.
- The Oasis Academy Enfield Librarian is involved in programmes to support reading skills e.g. through themed displays e.g. Top 30 Reads, Latest Titles, Most Bizarre Books / Titles, Most Issued etc.

- Regular Library activities promote the use of the Library e.g. book swap, book sale.
- A themed display for all year groups will actively encourage students to read a range of classics by the time they get to the end of their year group. This is tracked and celebrated.
- Students will have unlimited access to online books using the MyOn online reading system by Accelerated Reader. This means that students can access an extensive range of online titles during weekends, school holidays or any other time that the school may have to close.
- All members of staff will showcase their love of reading and display the current book they are reading outside their classroom doors with their favourite quote from the book.
- Students with EAL and SEN receive intensive literacy training at Key Stage 3 using a variety of approaches, including in class support, individual support and small group support.
- Students (particularly those with a reading age below 7) receive support through the nurture group.
- Parents are encouraged to take an active role in their child's reading by devoting time, at home, to reading together.

1.7.1 Learning Through Talk - Speaking and Listening - Oral Language

Oasis Academy Enfield:

- Model effective examples of successful speaking and listening for students, showing them how to use language precisely and coherently.
- Place explicit value on oral work as well as written work recognising that discussion of topics is usually an essential precursor to any written work.
- Teach students how to participate orally in groups and in the whole class, including:
 - a. Using talk to develop and clarify ideas.
 - b. Identifying the main points to arise from a discussion.
 - c. Listening for a specific purpose.
 - d. Discussion and evaluation.
- Structure tasks in lessons so that students know the purpose for their listening, providing note-taking frames as appropriate.
- Provide students with the opportunity for public speaking in a formal setting such as assemblies and in lessons and through debating competitions.

1.7.2 Learning Through Reading - Comprehension

Oasis Academy Enfield:

- Act from the belief that reading cannot be an acceptable barrier to learning.
- Show students strategies to help them to:
 - a. Read with greater understanding, enabling students to infer and deduce meanings and recognise the writer's intentions.
 - b. Skim and scan text to locate and use information.
 - c. Follow a process or argument.
 - d. Give opportunities to practise sifting, selecting information and taking notes from texts.
 - e. Develop the ability to summarise.
 - f. Synthesise and adapt what they learn from their reading.
- Review and monitor the reading demands placed upon students in each subject area, ensuring that reading for understanding is explicitly taught.
- Ensure that a variety of differentiated reading texts are available to help develop the reading skills of all students. Ensure these are at appropriate levels.
- Provide opportunities to research and investigate from printed words, moving images and ICT texts.
- Ensure that student texts are suitably challenging to encourage inferential reading skills.
- Ensure that students understand the purpose of texts - whether the text being used is

informative; or explanatory; or instructional; or discursive, or persuasive; or descriptive; and consequently which reading skills are appropriate to use with the written materials provided.

- Reinforce the understanding of subject-specific words and terms.
- Encourage wider reading and independent reading in a variety of forms including newspapers, books and magazines - subscribe to subject specific magazine such as e-magazine to encourage development of subject specific academic voice.

Learning Through Writing

Oasis Academy Enfield:

- Encourage students to write in a wide variety of forms for different audience e.g. Letter, report, newspaper article, journal etc. and for different purposes for each piece of writing e.g. to interpret, evaluate, explain, analyse and explore.
- Consider all major writing tasks in terms of purpose, audience and form, and teach the most appropriate skills to meet the requirements of the task.
- Use a modelling process to make explicit to students how to write.
- Make connections between students' reading and writing, so that students have clear models for their writing.
- Set high expectations in terms of presentation using accurate punctuation, correct spelling, Standard English and legible handwriting.
- Review Schemes of Learning and signpost different non-fiction text types.
- Encourage students to develop good drafting skills.
- Provide generous opportunities for sustained writing.
- Ensure that communications around the school and internally are correctly spelt and punctuated.
- Teaching the relevant ways of paragraphing writing and linking paragraphs

In addition, in order to enhance Spelling, each department:

- Revise key vocabulary.
- Teach agreed learning strategies which will help students to learn subject spelling lists.
- Test or revise high frequency words regularly.
- Set personal spelling targets.
- Students should be encouraged to correct and learn their spelling mistakes.

1.7.3 Assessment

- Assessment will be used to inform lesson-planning and target-setting, and to maintain the pace of learning for all students.
- Grammatical and spelling errors should be marked and students encouraged in correcting their mistakes.
- Where appropriate, literacy objectives will be embedded into lessons.

Appendix A - Literacy Objectives

READING SKILLS	EXCEEDING	SECURE	DEVELOPING	WORKING TOWARDS DEVELOPING
R1 I can skim and scan a text for key concepts	I can skim a text for meaning in a confident and developed way. I can confidently explain key concepts and several less obvious points from the text	I can skim a text for meaning in a clear and relevant way. I can explain the key concepts and some less obvious points in the text	I can make some attempt at skimming a text for key meanings. I can explain some key concepts of the text	I can skim a text for simple and limited meanings. I struggle to understand the texts key concepts
R2 I can infer meaning from a text	I can make confident inferences from the text with confident understanding of key ideas	I can make clear and relevant inferences from a text with a clear understanding of the key ideas	I can make some attempt at inferring from a text with increasing understanding of key ideas	I can make simple inferences from a text. Often with limited understanding of key ideas
R3 I can accurately define words from their contexts/roots	I can give confident and developed definitions of words with a confident understanding of their context	I can give clear and relevant definitions of words with a clear understanding of their context	I can make some attempt at defining words with some understanding of their context	I can sometimes give simple definitions of words often with limited understanding of their context
R4 I can explain the relationship between events in a text	I can confidently explain the relationship between events in a text with a developed understanding of the links between ideas	I can clearly explain the relationship between events in a text with a clear understanding of the links between these ideas	I can make some attempt at explaining the relationship between events in a text with increasing understanding of the links between ideas	I can display simple and limited understanding of the relationship between events in a text

WRITING SKILLS	EXCEEDING	SECURE	DEVELOPING	WORKING TOWARDS DEVELOPING
W1 I always use legible handwriting	My handwriting is almost always legible. I rarely rush. My work is almost always presented in a neat and tidy way	My handwriting is clear, legible and tidy. I occasionally rush which may make it messy	My handwriting is sometimes legible and untidy. I am making some attempts to be neat	My handwriting has limited tidiness and is legible.
W2 I spell and define commonly occurring words in my writing	I always spell correctly including complex and irregular words and have a confident understanding of their definition	I always spell all simple words correctly and most complex and irregular words. I can offer a clear definition of their meaning	I can spell most simple words correctly and have some accuracy when spelling complex and irregular words. I can sometimes define their meaning	I can spell some simple words but have limited accuracy in spelling and can rarely define commonly occurring words
W3 I always use capital letters, full stops and a range of advanced punctuation and grammar accurately in my writing	I always use capital letters and full stops accurately and use a range of advanced punctuation and grammar accurately and confidently at all times	I always use capital letters and full stops accurately and often use a range of advanced punctuation and grammar successfully	I almost always use capital letters and full stops accurately and make some attempt to use a wide range of punctuation and grammar with varying degrees of accuracy	I sometimes use capital letters and full stops accurately but have limited accuracy with a range of punctuation and grammar

SPEAKING SKILLS	EXCEEDING	SECURE	DEVELOPING	WORKING TOWARDS DEVELOPING
S1 I can adapt my language and use appropriate terminology for specific audiences	I make confident and developed use of formal expressions when speaking and can use a wide range of subject specific vocabulary in context and in a confident manner	I usually make clear and relevant use of formal expressions when speaking and can use some subject specific vocabulary in context	I can make some attempt of using formal expressions when speaking and can use some subject specific vocabulary but not always in context	I can make a few formal expressions when speaking and know limited subject specific vocabulary. I rarely use these expressions in my speech
S2 I can accurately relay information to a colleague	I can confidently relay information to a colleague in a developed manner and with a high degree of accuracy	I can clearly relay relevant information to a colleague mostly accurately	I can make some attempts to relay information to a colleague with some accuracy	I can relay simple and limited information to a colleague with some mistakes
S3 I can follow oral instructions accurately	I can confidently follow oral instructions with consistent accuracy and with precision	I can clearly follow oral instructions almost always accuracy and with some precision	I make some attempt at following oral instructions with some accuracy	I can follow some instructions with limited accuracy