



Redditch RSA Academies Trust

Literacy Policy (Statement)

[Literacy Policy - Arrow Vale \(KS3 & 4\) \(LAGB\) - 30-9-15 - Appendix 1.doc](#)

[Literacy Policy - Ipsley -\(KS2\) \(LAGB\) Appendix 2 - 29-9-15.doc](#)

Approved by : Redditch RSA Academies Trust Board

Date : 9th December 2015

Date for Review : Autumn 2017

Mission Statement

Schools in The Redditch RSA Academies Trust are committed to raising the standards of Literacy for all pupils/students* through an effective and consistent approach to provide students with appropriate Literacy Skills to prepare them for further education, employment and adult life. Engaging with parents and carers is integral to this commitment.

[For the purpose of the policy each school will be referred to as 'our school' unless specific reference is made to practice required by stage when the school will be named. *Pupils/students are referred to as 'students']

Rationale

Reading, writing, and speaking and listening are essential tools to enable students to articulate their ideas and thinking across the curriculum and beyond. In order to achieve their full potential, students need a variety of strategies to allow them to modify their spoken and written communication appropriately. Students must be encouraged and supported in their acquisition of language skills.

Aims

- To support students' learning through the ability to communicate effectively in all subjects
- To raise students' expectations and achievements through appropriate and effective Literacy Skills
- To develop students' confidence and ability to articulate their thoughts and ideas
- To develop students' cultural experience of reading for pleasure

Raising Standards

Raising standards in literacy across our school is not solely judged by increased test scores. Students need confidence in applying their literacy skills across subject areas and in informal situations. In order to raise standards in:

Reading – students are proactively encouraged to:

- Read frequently, fluently, accurately and with understanding
- Become independent and critical readers to enable them to make informed choices
- Select from a wide range of texts and sources and to evaluate these
- Apply appropriate techniques and reading strategies
- Read for purpose and for pleasure

Writing – students are proactively encouraged to:

- Use a variety of forms and structures, taking into consideration purpose and audience
- Use varied and specialised vocabulary
- Organise and structure their writing appropriately and accurately at sentence, paragraph and whole text level
- Present writing clearly through the accurate use of punctuation and spelling.
- Plan, review and reshape their writing

Speaking and Listening – students are proactively encouraged to:

- Articulate their ideas and thinking
- Adapt and modify their spoken language to different contexts, purposes and audiences
- Use varied and specialised vocabulary



- Speak for a range of different purposes and to different audiences, both formally and informally
- Listen to others and respond appropriately
- Participate regularly in Team Learning, in all subject areas, as part of the whole school TRICs programme

Strategies to support literacy development by key stage are outlined in individual school appendices

The marking policy to support literacy development is outlined in individual school appendices.

Monitoring

Monitoring is carried out as part of the school's self-evaluation processes. Pupil interviews, work sampling and listening to children read, as well as assessments, are part of the process of evaluating the success of our practice.

Reporting

- Principals will report to Trust Board annually about progress in literacy.
- Principals will report to Local Academy Governing Board as required by the committee and at least annually.

