



Our Vision
RESPONSIBILITY
RESPECT
RESILIENCE

A shining light in our community

You are the light of the world. A city on a hill cannot be hidden. - Matthew 5:14b

Bradford Academy Literacy Policy

2022- 2023

Statement of Intent:

Literacy generates the development of effective skills in communication. To be literate is to be able to listen, speak, read and write at a level necessary to function in education, at work and in society. The aim of the Whole School Literacy Policy is to raise literacy attainment at every level of ability. Staff work together to integrate the skills of listening, speaking, reading and writing into the curriculum to maximise the potential of each learner.

Objectives:

- To recognise the potential of all learners and their literacy skills
- To effectively assess the literacy attainment of all learners
- To involve all staff in the development and assessment of literacy in their subject areas
- To devise whole school disciplinary literacy strategies and systems for literacy improvement

Principles of the Literacy Policy:

Staff will:

- share responsibility for developing literacy skills and work together to create a literacy environment which motivates and supports all learners in order to raise their expectations of achievement
- recognise oracy as the starting point for rich literacy for life and offer speaking and listening opportunities in lessons where appropriate
- use purposeful talk and discussion in lessons for a range of purposes and audiences
- provide opportunities to read different text types: fiction and non-fiction which could be encouraging reading for pleasure, reading to research topics, read narratives of events
- focus learners' attention on structure, layout, format, print and other signposts in texts where appropriate

- facilitate reading development through their discipline
- question, challenge and recognise bias in a range of texts
- acknowledge writing skills as an essential step to function in life after school and encourage learners to write for pleasure
- use writing as a tool to record information, observations, structure an argument etc.

Learners will:

- be confident in discussion and use of specialist vocabulary
- locate and retrieve information through reading for meaning
- be supported if they require assistance with their reading
- have opportunities to understand and use specialist vocabulary (disciplinary key words)
- have opportunities to read and complete activities involving reading skills
- present their work neatly through presentation and handwriting
- have the opportunity to write for extended periods of time
- have access to model written responses in a variety of forms where appropriate

Whole school strategies in place for supporting Literacy:

Marking for literacy: codes and stickers

The use of marking for literacy codes varies across different disciplines. Stickers addressing particular literacy needs are encouraged to be used in assessment marking whole school.

Tiered vocabulary

Each department has identified tier two and tier three vocabulary and have displayed these in classrooms in their area to be referred to when necessary.

Community reads

Reading a specially selected book as a form group has been introduced to read as a community. Each year group has a different book assigned with a particular focus.

Staff Literacy champions

Each department has a staff Literacy Champion who is responsible for ensuring their area is literacy ready.

Words=Wisdom (WOTW, SOTW, ROTW)

Each week, new Words of the Week, Skills of the Week and Reads of the Week are sent out to all staff. WOTW are covered on Mondays during period 1 lessons where they are written on the WOTW display. The WOTW are also covered in English and/or Literacy lessons as a minimum but other subjects are encouraged to also use these, as well as being used in form time.

Extended writing opportunities cross-curricular

Departments have extended writing opportunities scheduled in their curriculum in a variety of ways.

Writing competitions

At least once per half term, KS3 learners have the opportunity to enter a writing competition.

WBD plus other high-profile days

We celebrate World Book Day through different means such as staff dressing up as book characters, competitions and also other high-profile days such as National Poetry Day and National Writing Day.

Key words on lesson slides

Key words on lesson slides are encouraged across the Academy. This also includes a higher-level challenge word for 7+ learners.

Writing frames

When writing for extended periods, many departments offer writing frames to assist learners in their writing and for a variety of writing types i.e. letter, article, diary. Subjects adapt and utilise these where necessary.

KS3 LRC timetabled lessons- AR and Literacy focus

All KS3 lessons have a designated Literacy lesson on their timetable for one hour per week. In this time, learners read their Accelerated Reader book, complete quizzes and complete tasks based around the WOTW and SOTW.

Reading club

Reading club takes place in the LRC once per week after school.

Whole staff training and NTP training on literacy

Literacy training forms an essential part of training in the Academy and this is done as whole school training as and when required. There is also bespoke training for New To Profession staff in order to aid CPD.

Literacy Mats

Laminated literacy mats are available in classrooms and are encouraged to be used during extended writing periods cross-curricular.

Reading Café

Post 16 learners who have been trained to deliver a bespoke reading programme, read with selected year 7 learners once per week during form time in order to peer mentor and improve reading skills.

Disciplinary Literacy:

Disciplinary literacy is an approach to improving literacy across the curriculum that emphasises the importance of subject specific support. Disciplinary literacy supports learners within each 'discipline' to improve their literacy skills in oracy, reading and writing, thus improving performance. Disciplinary literacy recognises that literacy skills are both general and subject specific, emphasising the value of supporting teachers of every subject.

Key roles and responsibilities:

Senior Leadership Team	The Senior Leadership Team will take an active role in supporting the overall initiatives.
Whole School Literacy Lead	The Whole School Literacy Lead will roll out initiatives to staff and develop and lead on training of staff.
Subject Leaders	Subject Leaders have the crucial role of leading and supporting activities within their teams.
Heads of Year and Pastoral	Heads of Year and Pastoral are expected to take a key role in encouraging learners to take part in a range of reading activities, participate in W=W and other literacy-based projects as they are introduced and support and promote these through assemblies and in conversations.
Learning Support Team	The Learning Support Team is expected to identify learners with literacy difficulties, to co-ordinate and provide tuition to improve literacy skills in addition to delivering the English National Curriculum. The department will provide differentiated materials and support in mainstream departments through in-class support.
All Teaching Staff	All staff across all departments have a responsibility to plan and teach lessons which make good use of opportunities to develop learners' literacy skills. Disciplinary literacy should be used in all departments across school.