



SEAHAVEN ACADEMY

Literacy Across the Curriculum Policy

Updated: September 2023

Next Review: September 2024

Seahaven Academy - Literacy across the Curriculum Policy

What is Literacy across the Curriculum?

Literacy across the Curriculum is teaching and learning to develop students' reading, writing, speaking and listening skills throughout the school day. It is delivered in all subject areas, during tutor times, through our support staff and extra-curricular activities. Each area of the school has its unique approach to literacy alongside our whole-school strategies.

Intent

At Seahaven Academy, we believe students' confidence and skills in literacy are vital to ensure they can access the full curriculum we offer. We are committed to supporting our students to communicate effectively in written and spoken language, which will empower them now and in the future. Furthermore, we are committed to providing an engaging and challenging reading curriculum that will enable our students to experience their wider world and to develop their love of reading. Literacy is at the heart of our school's core values and it is key to our aim to bring out the best in our students as they journey through secondary school.

Principles

- All teachers and support staff take a shared responsibility for teaching literacy;
- We consider cognitive load by breaking down the literacy demands of tasks so that all students can access them;
- We respond to students' needs;
- We provide a rich and varied curriculum of literacy across the school.

Priorities

Reading – DELIVER AND SUSTAIN: Embed and develop our approach to reading including our Whole School Reading Programme, key teaching and learning strategies, intervention for struggling readers and effective use of our new school library.

Oracy and Writing – EXPLORE: Engage with relevant research and work collaboratively to explore how to improve our approach to developing students' spoken language, listening and writing skills.

Literacy Provision

- Whole School Reading Programme – tutor groups read a range of books together to benefit from reading that reflects their wider world. Teachers model fluent reading and promote a love of reading (informed by research, 'Just Reading' Westbrook et al. 2017);
- Reading Intervention – we use effective assessment and provide support in small groups to respond to the needs of our struggling readers;
- Library – we are creating our new library as the heart of the school to develop our students' love of reading; the library will be used for English lessons in years 7&8, reading intervention, book clubs and extra-curricular activities.

- Bedrock – we are making use of this key resource to develop our students’ vocabulary across the curriculum. We are beginning with year 7 with the aim to roll out to more year groups from September 2024. As part of this, we are mapping our explicit teaching of tier 2&3 vocabulary across the KS3 curriculum. [Digital Literacy Curriculum | Bedrock Learning](#)
- SPARX Reader – we are engaging years 8&9 in independent reading online for homework alongside tutor time reading, independent reading to start all KS3 English lessons and use of the library. [Sparx Reader](#)
- We are developing our use of our four key strategies for teaching and learning, making explicit links between reading, writing, speaking and listening: 1) Echo read and question around tier 2 and 3 vocabulary. 2) Provide regular models of fluent reading and opportunities for students to practice reading aloud. 3) Provide regular opportunities for full-sentence-feedback, both written and verbal. 4) Question using reciprocal reading to support students’ ability to monitor their comprehension of texts (PREDICT, QUESTION, CLARIFY, SUMMARISE).
- Oracy – Develop and implement our approach to speaking and listening across the curriculum beginning with the Cambridge Oracy Framework [Microsoft Word - The Oracy Skills Framework and Glossary.docx \(oracycambridge.org\)](#) Key strategies listed in appendix 1.
- Writing – Develop our approach to writing across the curriculum beginning with The Writing Revolution [The Writing Revolution - Empower teachers to help students](#) Key strategies listed in appendix 1.
- We continue to be informed by research, including Improving Literacy in Secondary Schools and The Reading House (EEF), Closing the Vocabulary/Reading/Writing Gap by Alex Quigley.

Assessment

- We assess students’ reading skills using the NGRT and share data with staff to inform planning and intervention. We retest students *who demonstrate gaps* at Mid-Year to assess impact.
- Students with a standardised score below 90 on the NGRT are further assessed to ensure intervention is pitched correctly at the area of need.
- Literacy is a focus of formative assessment and live marking for all departments.
- Departments will take students’ literacy skills into account when giving feedback to parents.

Monitoring and Evaluation

Senior Leaders and the Head of Literacy monitor progress regularly and report back to staff, parents, students and governors. The following methods are used:

- Work sampling
- Observations and learning walks
- Student voice
- Scrutiny of development plans and departmental planning
- Analysis of assessment data

Responsibilities

As stated in the Teaching Standards (2011), all teachers must:

‘demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject’

SLT will:

- Lead on Literacy across the Curriculum and ensure it has a high profile.
- Monitor the effectiveness of our literacy provision and its development within the school.

Head of Literacy will:

- Work with SLT to audit current/changing provision, determine priorities and plan strategy.
- Ensure effective development of whole school policy and practice.
- Collaborate with leaders, teachers and support staff to develop our approach to whole-school literacy in line with current priorities.
- Manage and monitor delivery of provision listed above.
- Facilitate CPD.
- Provide information for parents on ways to support their child’s Literacy development.

Librarian will:

- Create a library space that provides students with opportunities to develop their love of reading and independent reading.
- Deliver a range of reading interventions to support our most struggling readers.
- Deliver clubs and extra-curricular activities that promote reading to students.
- Establish effective communication with all stakeholders, including parents/carers, to ensure excellent use of the library from the school community.
- Support teachers to use the library as a resource to promote reading across the curriculum.
- Hold events and projects to further support students to access texts that reflect their wider world.

Teachers across all subject areas will:

- Plan all learning resources from a bedrock of disciplinary literacy developed within departments.
- Deliver the WSRP to tutees
- Be familiar with and implement school strategies.
- Make regular use of Mini White Boards (MWB), circulating and live marking as a formative assessment tool to address literacy errors.
- Indicate in schemes of work where disciplinary literacy will be explicitly taught in particular Tier 2 and 3 vocabulary.

SEN department will:

- Assist in the identification of students working significantly below expected standard.
- Deliver interventions designed to support proficiency in reading and writing.
- Provide in class support for students whose SEND creates a barrier to accessing the curriculum

Parents/carers will:

- Encourage their children to use the range of strategies they have learned.

- Promote positive engagement in the full range of literacy-related opportunities available to students in school and beyond.
- Communicate concerns and questions to the Head of Literacy and relevant teachers.

Students will:

- Engage to the best of their ability in the full range of literacy-related opportunities available to them at school and beyond.
- Take increasing responsibility for recognising their own strengths and weaknesses and identifying next steps for improvement.
- Complete homework with development of literacy skills in mind.
- Regularly use Full Sentence Feedback in spoken and written responses.

Appendix 1

Specific Strategies: Reading

Students will have opportunities to:

- Develop reading fluency and comprehension.
- Develop confidence in handling a variety of texts.
- Develop a love of reading.

Teachers will:

- Explicitly model and teach reading strategies including skimming, scanning, re reading to check meaning, predicting, questioning, clarifying, summarising, empathising.
- Regularly model fluent reading.
- Highlight structure, layout, format and other “signposts” in texts typical of their subject.
- Support students in developing effective highlighting and annotation skills.
- Support students in developing their ability to interrogate texts to access literal and implicit meanings.
- Support students in recognising and challenging bias.

Specific Strategies: Writing

Students will have opportunities to:

- Develop and embed a secure understanding of sentence structure and grammatical constructs
- Develop skills in both composition and transcription.
- Write in a variety of forms for different purposes and audiences.
- Plan, draft, edit and discuss their writing.

Teachers will:

- Offer students a range of appropriate models for writing and highlight the key features and criteria for success for each one.

- Incorporate Teach Like A Champion (TLAC), Rosenshine and The Writing Revolution (TWR) techniques into lesson planning.
- Model writing through I-WE-YOU.
- Make regular use of Mini White Boards (MWB), circulating and live marking as a formative assessment tool to address writing errors.
- Regularly complete extended pieces of writing.
- Use talk to develop ideas for writing.
- Support students with spelling strategies.
- Support students to develop effective editing strategies.

Specific Strategies: Speaking and Listening

Students will have opportunities to:

- Regularly use Full Sentence Feedback in spoken classroom responses.
- Use talk for a range of purposes and audiences and in formal and informal contexts.
- Use talk to develop, extend and present ideas.
- Use talk to hypothesise and test theories.
- Use talk to solve problems and work collaboratively.

Teachers will:

- Plan speaking and listening opportunities that develop students' specific skills (The Cambridge Oracy Framework).
- Provide opportunities to present ideas in a range of formal and informal contexts
- Use questioning techniques (e.g. no hands up, TLAC, Rosenshine, TWR) to extend thinking and generate new questions.
- Support helpful talk behaviours (e.g. building, challenging, questioning, summarising).
- Model effective listening.
- Provide a clear focus for listening.