



# LITERACY POLICY

**2024-25**

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## Rationale

At Al Sadiq Islamic English School, we are committed to developing the highest standards of literacy in all our students so that they can develop the ability to utilise literacy skills effectively in all areas of curriculum and as a platform for the demands of further education, employment, and adult life. We aim to ensure that our learners experience quality first teaching across the curriculum. We recognise that the explicit teaching of literacy is integral to quality first teaching.

Our Literacy Strategy seeks to empower students to communicate using academic language. Our ultimate goal is to ensure our learners leave us fully literate. We define a literate person as someone able to control their language by making informed choices about the type of language they use in a variety of different contexts; be it reading, writing, speaking, or listening.

The duty that we have to ensure our learners are literate is well-described in The U.K. 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.

## Aims

- To maximise every learner's literacy skills to enable them to access all aspects of our curriculum
- To embed a common language for learning to teach learners how to think, talk and write like subject specialists
- To support students' learning in all subjects by helping teachers to be clear about the ways in which their work with students contributes to the development of students' communication skills
- To empower teachers to embed the explicit teaching of literacy skills in their lessons and in their schemes of work
- Develop a shared understanding between all staff of the role of language in students' learning and how work in different subjects can contribute to and benefit from the development of students' ability to communicate effectively
- To put provision in place to support the development of students' literacy skills
- To recognise that language is central to students' sense of identity, belonging and growth
- To raise students' own expectations of achievement, thus raising standards
- To develop students' confidence and self-expression
- To highlight the effective use of external and internal data, including diagnostic testing to measure and benchmark attainment in literacy; (PISA, GL Assessment, Reading Ages)
- To support any department that is not making adequate provision for the promotion of literacy to put clear actions in place to address areas for improvement
- Support any students who are not making adequate progress in literacy skills through Intervention

By ensuring that the literacy practices outlined in this policy are embedded in our lessons, schemes of work and whole school ethos, we strive to meet the following criteria:

- All students have high levels of literacy appropriate to their age
- Students read widely and often across all subjects
- Students develop and apply a wide range of skills to great effect, in reading, writing and communication
- The teaching of reading, writing and communication is highly effective and cohesively planned and implemented across the curriculum

**Specifically, our literacy policy seeks to ensure that when reading, writing, speaking, and listening learners are able to:**

## **Reading**

- Use skimming and scanning when reading
- Learn new vocabulary, relate it explicitly to known vocabulary and understand it with the help of context and dictionaries
- Make inferences and refer to evidence in a text
- Identify the purpose, audience for and context of the writing and draw on this knowledge to support comprehension
- Check their understanding to make sure that what they have read makes sense
- Learn from sources beyond their immediate experience and become inspired to acquire knowledge
- Learn in an environment where reading is promoted across the school
- Have time in school every week to read regularly (DEAR – Drop Everything And Read)
- Read through a range of varied and appropriately differentiated reading resources
- Enjoy reading in non-school hours through After School Activities such as Emirates Literature Festival Book Club or reading from the RAZ Kids Reading Programme, Myon

## **Writing**

- Write accurately, fluently, and effectively according to purpose and audience
- Plan, draft, edit and proofread their writing
- Be accurate in their use of grammar, punctuation, and spelling
- Write in complete sentences
- Be provided with a range of challenging writing tasks
- Be supported in writing with frames or scaffolds where appropriate, and use modelling, within subjects

## Speaking and Listening

- Use Standard English confidently in their own writing and speech
- Speak confidently and effectively using Standard English in a range of formal and informal contexts
- Give a presentation without reading from a script or PowerPoint
- Prepare, reflect, revise, and evaluate the tasks they undertake, and on the things others have said, written or done

## What Will Quality Literacy Provision Look Like in Practice?

- Teachers using spelling and reading standardised scores to inform lesson planning and to match activities sensitively to learners' needs
- Teachers selecting texts at levels appropriate to learners when purchasing and creating lesson resources
- Teachers modelling high quality talk and in so doing consciously exposing learners to the academic language of their subjects
- Teachers modelling reading and explicitly teaching the skills of skimming, scanning and zooming
- Teachers talking to learners about their reading and recommending texts for learners to read for pleasure
- Teachers ensuring that learners understand the conventions of text types specific to their subject
- Teachers modelling and deconstructing writing to explicitly teach the literacy skills learners will need to successfully complete a piece of work/ unit etc
- Teachers building explicit teaching of vocabulary into their lessons enabling learners to become 'word rich'
- Teachers using classroom displays to make literacy visible for example by showing key word lists and how new vocabulary could be used in context
- Teachers making learners aware of the literacy skills they are using in their subject and asserting the need for learners to transfer these skills across subjects (Mastery)
- Engagement of all Primary learners with the RAZ Kids Reading programme, Myon
- Learners across all Key Stages having access to a dictionary in lessons
- Literacy marking codes are printed in students' planners and are clearly displayed in all teaching rooms
- Students use CUPS (Capitalisation, Usage/Underline, Punctuation and Spelling) in all lessons to proof-read and check their written work independently
- Learners being familiar with our Literacy marking codes and using them to support their independent proof reading and their responses to feedback from their teachers
- Teachers building directed improvement and reflection time (D.I.R.T) into their schemes of work and lessons. Teachers directing and then expecting learners to correct literacy errors during D.I.R.T.
- Learners correcting spelling errors and then writing the correct spellings three times in their exercise book. Learners then endeavouring to learn the accurate spelling of the word
- The school community regularly celebrating reading and writing for pleasure. Students enjoying a variety of reading enrichment experiences including author visits and writing workshops
- Learner/Adult paired reading to support learners in KS3 with reading ages of 8 years below

## Literacy Intervention Strategies

We use a variety of literacy intervention strategies to support students whose reading and spelling ages are below their chronological ages. Strategies include:

- The teaching of explicit corrective reading comprehension lessons running in addition to English lessons for the weakest students
- A primary and secondary paired/peer reading scheme for targeted learners with reading ages of more than two years below their chronological age to support reading comprehension Internal and External Benchmarks

## PISA

In accordance with The Programme of International Student Assessment:

*Reading literacy includes the ability to extract the relevant information from texts and also to understand, use and reflect on written texts. The ability and incentive to engage with texts and address their content is also examined. In order to measure the diverse dimensions of reading literacy, in PISA it is defined as a complex competency with multiple facets. The exercises therefore include different situations and text formats. Solving reading exercises also calls for various cognitive processes of reading.*

PISA highly regards reading literacy for the digital age.

## GL Assessments

Classroom based activities in all subjects should be tailored to the needs and requirements of the GL Assessments. This includes a clear focus on Spelling, Punctuation, Grammar, and Inference skills throughout all subjects and with all teachers.

## Reading Age Data

Reading ages are assessed by the English Department in the first week of the Academic week and throughout the year by RAZ Kids in the Fs and Year 1 and Star Assessment in both Primary and Secondary and annually through GL Assessment (PTE). Reading Age data is shared with all staff and is used to inform planning, differentiation, teaching and assessment.

## **Marking for Literacy**

- We assert the importance of being able to communicate clearly in writing by marking for literacy
- Marking for literacy places a clear emphasis on the need for each learner to devote time and effort into developing the quality and accuracy of their written communication
- We equip learners with correction strategies to use in response to work marked for literacy and in so doing we aim to aid learner development and encourage independence. We use a common language of literacy codes to allow for whole school literacy
- Effective, consistent application of our literacy marking codes is an integral part of this process

## **Collation and Sharing of Whole School Literacy Data**

The Head of Inclusion, Literacy Co-ordinator and Heads of School/Department have access to a breakdown of the performance of individual students in key areas of reading. These include literal comprehension, vocabulary, comprehension requiring inference or prediction and opinions and comprehension requiring analysis. This information is used to identify and target students in need of additional literacy support. This information is collated through internal baselines in FS and later in GL English tests.