

# MANCHESTER HEALTH ACADEMY

## LITERACY POLICY

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## Approval History

Approved By:	Date of Approval	Version Approved	Comments
	Sept 2012	V1	
Governors	09/07/15	V2	Approved
Standards Committee	22/06/17	V3	Approved

## Revision History

Revision Date	Previous Revision Date	Rev	Summary of Changes	Changes Marked	Owner/Editor
June 2015		V2	Policy re-written and put into new policy format	N	AC
June 2017		V3	Policy updated – minor amendments	N	AC

## 1. Purpose

Manchester Health Academy believe that all staff have a responsibility to ensure that their pupils are literate and we aim to create a literacy rich learning environment in school and to develop a culture of reading for pleasure. All students are entitled to be literate to enable their full participation within their community and wider society. The details of this policy therefore outline the steps that the Academy is taking to ensure that our pupils are confident and competent in all areas of literacy.

## 2. Scope

This policy covers all students attending Manchester Health Academy.

## 3. Responsibility

Literacy is the responsibility of all staff associated with Manchester Health Academy.

## 4. Our Approach

- 4.1 Our approach to literacy contributes to a key priority of the Academy: excellence for all, irrespective of their starting point. We understand that it is our duty to ensure all students are literate representatives of the Academy as literacy and numeracy are key skills that all students must excel in.
- 4.2 Manchester City Council state that to be functionally literate students need to have a reading age of 10 years to be able to participate and function within society. However we at The Manchester Health Academy will strive to achieve a reading age of 12 years as a minimum for all students (many Science texts have a reading understanding of 12 years.)
- 4.3 Manchester Health Academy believes that each student deserves the opportunity to become a literate citizen, a great ambassador for this Academy and the Wythenshawe community. We will strive to ensure each student has the ability to cope with literacy in everyday life through the use of interventions, standardised methods of teaching literacy skills and to develop the love of reading for pleasure. We are also aware of the need to challenge our more able students; therefore we will encourage the teaching and learning of high ability skills during form time, enrichment and within the structure of all lessons.
- 4.2 Literacy is the ability to understand the world around us. It enables us to read supermarket offers, prescriptions, letters, to understand what is being said by a doctor, understand letters from the council and other situations in real life. Without competent literacy skills we would not be able to function effectively as a citizen in today's world. Therefore, we as an Academy feel it is our duty to ensure our students leave school with the literacy life skills, including;
  - **Decoding** – The ability to be able to read words.
  - **Comprehension** – The ability to be able to understand what they have read and to be able to accurately interpret what they have read. (This would be evidenced through being able to put it into their own words.)

- **Fluency** – The ability to read fluently so that meaning of the text is clear. (Here students would be able to focus on understanding and not concentrating on the breakdown of words which at times inhibits overall comprehension.)
- **Spelling Strategies** – The ability to identify patterns in spelling words and therefore increase vocabulary, knowledge of spellings and understanding of meaning. (for example- I before e except after c.)
- **Family words and root words** – The ability to understand whether words are nouns, adjectives, prepositions, verbs adverbs. This will support vocabulary, understanding and spelling. (for example- the root word of thermometer, thermal is therm meaning heat, this will aid in understanding and working out what new words mean.)
- **Oracy** – The ability to articulate clearly what they want to say in an appropriate manner to both their peers and adults. To be able to listen and understand what is being asked of them and to know when, how and why to ask questions.
- **Writing** – the ability to be able to write clearly so that meaning is not lost. To express appropriately in prose what they want to share whether on paper or email, business or pleasure and to ensure this can be done competently and confidently.

## 5. Key Priorities

At Manchester Health Academy the 5 key priorities are currently:

1. To coordinate, track and monitor student progress in literacy interventions.
  - Identify students that could benefit from literacy interventions.
  - To continue to review and maximise the impact of the 'intensive' literacy programme.
  - To develop and extend the literacy interventions to raise the students from low average (a national benchmark of an 'average' classroom) to high average to ensure independent access to the curriculum.
  - Assign intervention staff to students to meet their needs and to monitor the intervention process.
  - Track the progress of any student to have received any form of intervention across all of their subjects to ensure skills are being transferred.
  - Analyse the progress made by students after their intervention and assess the impact this has made on their learning.
  - Create support strategies for students who have finished their intervention programme (skills based strategies for both staff and students.)
  
2. To embed literacy throughout the academy and run an efficient model of cross curricular teaching.
  - Promote literacy throughout the academy through a literacy board display, The Word, The Edge and the newsletter to students, parents and carers.
  - To utilise the QLA for KS2 SATS to 'teach to the skills gap'
  - Ensure literacy skills being taught are of the same high standard throughout the academy.
  - Raise awareness of literacy interventions' and their impact upon teaching.
  - Further Embed a culture of reading for pleasure.
  - To continue the audio books in form time for access to modelled reading, development of vocabulary and listening skills.

- Extend teaching to incorporate the regular use of the LRC and all of its resources including library lessons.
  - Focus through inset on developing staff skills, knowledge and confidence so that they understand their position, the impact of strategies of support for overlearning, and their responsibility of Quality First Teaching.
  - To increase awareness of the importance of differentiation- what it means, what it should look like and its effect upon a students learning.
3. To promote literacy and Manchester Health Academy through whole school events, including partner primaries.
- Promote literacy through whole school events every half term through the use of the LRC and author visits, competitions and world events such as Literacy Day.
  - Develop literacy and establish the importance of literacy through supporting parents and carers.
  - Develop students' understanding of literacy through cross curricular teaching, LRC, Get Caught Reading and world events like Roald Dahl Day.
  - Develop students to be great literate ambassadors for the academy.
4. To continue the excellent and established relationships made with partner primaries and extend this to more partner primaries.
- Promote the academy through partner primaries and develop primary students' literacy abilities.
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- Promote the academy through literacy work with partner primaries
5. To ensure the smooth running of literacy interventions, offering support to illiterate students and use key strategies to improve their overall reading age.
- Identify students that would benefit from literacy interventions.
  - Assign intervention staff to students and monitor the intervention process including SpLD, EAL and the transition group (newly created Sept 2015 for yr 7 support).
  - Track the progress of any student to have received any form of intervention across all of their subjects to ensure skills are being transferred.
  - Analyse the progress made by students after their intervention and assess the impact this has made on their learning.
  - Ensure the intervention programme is regularly updated and resourced to meet he current needs of the cohort.

## 6. Related Documents

Numeracy Policy