



MANCHESTER  
HEALTH ACADEMY

# **MANCHESTER HEALTH ACADEMY**

LITERACY POLICY

## LITERACY POLICY

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<b>Approved by:</b>	Trust Board
<b>Signed:</b>	
<b>Review date:</b>	December 2021

## **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 General Aims and Objectives**

As a staff, we all:

- recognise that many of our students have significant literacy issues that impact on the demands of all subject areas
- recognise that improved speaking and listening skills are vital to improved literacy skills
- are committed to raising literacy through our teaching to enable students to access the curriculum effectively.

### **4.2 Standards**

- Good literacy is a key factor in raising standards across all school subjects.
- This strategy supports literacy skills being taught as part of reading and writing within a subject.
- To make it work, *all* teachers need to contribute, and focus on agreed priorities.

### **4.3 A tool for thinking and learning**

- Literacy is more than just being accurate on paper. Language is the main medium we use in school for teaching and learning, and the way we develop thinking in the subject. Pupils need strong language skills to explain, for example, how a science experiment works, or how an historical event came about.

#### **4.4 Key principles of Literacy across the curriculum**

- Good literacy skills are a key factor in raising standards across all subjects.
- Language is the main medium we use for teaching, learning and developing thinking, so it is at the heart of teaching and learning.
- Literacy is best taught as part of the subject, not as an add-on.
- All teachers need to give explicit attention to the literacy needed in their subject.

#### **4.5 Consistency in teaching**

Our “similar expectations challenge” is to ensure that:

- we all teach literacy skills
- the skills are transferred from one lesson to another
- we all have similar expectations of accuracy and presentation
- we are all capable of dealing with literacy issues as they arise in individual subjects
- we are systematic about having common curricular targets across year groups.

#### **4.6 Expectations – Six Point Plan**

To reinforce literacy skills across the curriculum, all staff need to:

1. Use the same strategies, e.g. writing frames, use of connectives
2. Mark in a similar way, to the same standard
3. Remind pupils to apply skills that someone else has taught them
4. Teach skills if we are in the best position to do it
5. Use the same terminology
6. Employ successful new practice e.g. shared (i.e. whole-class) writing.

### **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 student's 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.
  - 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 and EAL.
  - 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 the current needs of the cohort.

## **6. Related Documents**

- Numeracy Policy