



The Belvedere Academy

Literacy Policy

Principles:

At The Belvedere Academy we adhere to the following principles regarding literacy:

- Literacy should be embedded at all levels across the curriculum. That means that all members of staff at the Academy are literacy teachers.
- Better literacy leads to improved self-esteem, motivation and behaviour. It allows students to learn independently and helps to develop critical autonomy. It is empowering.
- The teaching and learning of literacy should support the Academy specialisms and, in turn, those specialisms should support and promote literacy.
- The development of literacy through functional skills teaching is an essential part of Work Related Learning and will give our students the tools they need to build a successful future.
- With this in mind, wherever possible, all curriculum areas should promote and develop visual literacy as part of our overall literacy policy.
- Reading is an integral part of developing literacy and should be promoted and celebrated throughout the Academy.
- Writing should be treated, by all areas of the curriculum, as a skill used to develop ideas and promote individualism.
- All curriculum areas, wherever possible, should support the English department in improving spelling, punctuation and grammar throughout the Academy.
- All staff should lead by example and model high standards of literacy in lessons.
- Displays in classrooms and in corridors should include key terms, with technical equipment labelled and useful phrases to help students link and develop ideas in writing. National Curriculum levels should be displayed with grade descriptors/ information related to examinations clearly visible. Regular checks should take place to ensure that students understand the terminology used and that they can relate descriptors to the work they are doing in class.

We are trying to achieve:

1. Success in Speaking and Listening through developing talk as a teaching and learning tool at all Key Stages. This includes:

- The use of higher order questioning;
- A 'no hands' approach with thinking time built in;
- Using a range of strategies to encourage different types of talk such as guided talk using stimulus materials, group talk, paired talk, role playing and presenting ideas;
- Encouraging the use of different genres of talk such as recounting, explaining, persuading, informing and entertaining;
- Using talk as a way to build confidence and communication skills;
- Using listening to develop empathy and understanding of others' point of view.

2. Success in Reading through:

- Raising the profile of the Academy library through cross-curricular activities and the 'Booked Up' initiative;
- Building in silent reading time both at the beginning of each English lesson and during form time;
- Encouraging students to read texts of a variety of genres including non-fiction across the whole Academy;
- Providing a range of opportunities for active engagement with texts that help to motivate students as readers;
- Encouraging reading as an activity to be continued outside of Academy hours;
- Using texts to increase students' vocabulary;
- Teaching a range of reading skills including skimming and scanning;
- Teaching students how to research in their subject (including appropriate use of the Internet);
- Ensuring that students with EAL are supported in their language needs.

3. Success in Writing through:

- An Academy wide focus on spelling:
 - Key words for subjects should be displayed in each classroom;
 - Students should regularly be encouraged to learn sets of key words and, wherever possible, their knowledge should be assessed in weekly spelling tests;
 - Issues with certain words or word patterns should be highlighted and dealt with by all subject teachers;
 - Use of the marking policy approach to spelling. For example, not all words should be corrected particularly if the word is polysyllabic and one that the student is trying out.
- Modelling and sharing writing whenever possible in all subjects. Exemplar writing should be celebrated within the classroom and modelling should be used to share thoughts and ideas.
- In all lessons, scaffolding forms and structures in areas of writing where students lack confidence will support lower achievers.
- Teachers to critique writing and allow for areas of improvement that can be linked to spelling, punctuation and grammar or to presentation.
- Ensuring that all writing is in black or blue pen.
- Training students to adhere to word limits through specifying a word count or sizing text boxes for students to fit their writing into.

Review

The Literacy Policy for the Academy will be reviewed on an annual basis. The review will involve groups of students, staff, senior management, parents, and the local governing body.

Last Revised and Modified: April 2010