



Education 1st

"enhancing lives through education"

Sports 1st



Literacy Policy

Policy Review

The responsibility of reviewing and maintaining this policy is Craig Dembicki (Managing Director). This policy will be reviewed annually.

Start date of policy: **1st September 2015**

Last review date: **22nd July 2018**

Date of next review: **22nd July 2019**

Signed

Date: 22nd July 2018

A handwritten signature in black ink, appearing to be "Craig Dembicki", written in a cursive style.

Craig Dembicki
Managing Director
Education 1st

Purpose

Literacy underpins the curriculum by developing students' abilities to speak, listen, read and write using language to learn, think, explore and communicate. All subject areas and all staff have a crucial role to play in supporting students' literacy development. The reality is that most of our students have difficulties with aspects of literacy and this affects their self-esteem, confidence and perception of themselves as learners.

Aims of this policy:

- develop students' confidence and self-expression
- recognise that language is central to students sense of identity, belonging and development
- develop a shared understanding, between all staff, of the role literacy plays in student's learning and how mentoring and work in different subjects can contribute to, and benefit from, the students' ability to communicate effectively

Related policies:

Curriculum Statement and pathways

Assessment for Learning Policy

Equality and Diversity Policy

Marking Policy

Speaking and Listening

We want our students to develop increasing confidence and competence in speaking and listening so that they can:

- clarify their ideas and explain their thinking
- adapt their speech to a range of contexts
- use a varied vocabulary
- listen with understanding and respond sensitively and appropriately

Reading

Reading is a priority at Education 1st because it is the key to success. We want our students to enjoy reading, to be able to use their reading to help them learn and develop increasing confidence and competence so they are able to:

- read accurately and with understanding
- select information from a variety of texts and sources including print, media, IT
- become independent readers
- use reading as a skill to inspire their own creativity

Writing

Many lessons depend on written communication. We want our students to develop confidence and competence in writing so that they are able to:

- write in a variety of forms
- use a range of vocabulary including subject specific keywords
- organise sentences grammatically
- develop their accuracy of spelling and punctuation

Implementation

Successful implementation of the policy is dependent on the extent to which we take into account the needs of all students and offer support and interventions as necessary

- Lessons are structured to support and stimulate language development but flexible to respond to individual needs of the students
- Lessons and mentoring sessions provide opportunities for students to engage in purposeful formal and informal talk
- Lessons are planned so that students have to listen for realistic lengths of time
- Available data on students' reading levels is used to make informed choices about appropriate texts and resources
- Opportunities are taken to demonstrate pleasure in reading of a range of materials e.g. visits with mentor to local library
- Time is taken in lessons and welcoming sessions for reading
- We draw attention to the purpose and audience of any piece of written work
- We expect high standards of presentation
- Support writing with writing frames, starter sentences, word banks etc
- Help students use strategies for learning spellings e.g. look-say-cover-write-check

Resources

We provide:

- A range of non-fiction and fiction texts including magazines and newspapers
- Dictionaries and thesaurus
- Reading material that is up to date, relevant balanced in its presentation ethnicity and gender
- Access to public libraries and IT sources of information
- A classroom environment which is conducive to good literacy practice

When responding to students' work we should:

- Make comments which give specific guidance on how to achieve short term targets e.g. "improve your spelling" is unhelpful and vague. "remember the doubling of letters before adding ing" is specific and gives the student a target which can be addressed
- Give opportunities for students to reflect on the quality of their own work and peer assess if appropriate
- Use the marking policy S/P/G code

Interventions and support:

Education 1st invest in many varied interventions for students with reading age below chronological age. The varied interventions are selected for specific student interests and engagement in order for student's to make accelerated progress in their reading. Their time tables will be adjusted accordingly to support interventions.

Students on part time /short term placements will have personalised interventions as appropriate.