

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**

Updated: **1st July 2024**

Date of next review: **30th June 2025**

Signed



Craig Dembicki
Managing Director
Education 1st

The purpose of this policy

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

Aims of this Policy

- To develop a shared understanding, between all staff, of the role literacy plays in pupil's learning.
- To explain to parents, carers and commissioners how our approach develops pupils' confidence and self-expression with language and literacy.
- To outline how our mentoring work contributes to pupils' ability to communicate effectively.
- To highlight language and literacy as central to pupils' sense of identity, belonging and development.

Related Policies

[Curriculum Outline](#)

[Equality and Diversity Policy](#)

Speaking and Listening

We want our pupils 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 pupils 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 and IT.
- Become independent readers.
- Use reading as a skill to inspire their own creativity.

The reading programme we use covers the five essential keys to reading success:

1. Phonemic awareness - The ability to hear and manipulate the different sounds in words.
2. Phonics - Recognising the connection between letters and the sounds they make.
3. Vocabulary - Understanding the meaning of words, their definitions, and their context.
4. Reading Comprehension - Understand the meaning of text – both in story books and information books.
5. Fluency - The ability to read aloud with speed, understanding and accuracy.

Writing

Our mentor led literacy programme helps to develop pupils' written communication. We want our pupils to develop confidence and competence in writing so that they are able to:

- Develop their accuracy of spelling and punctuation.
- Use a range of vocabulary including subject specific keywords.
- Organise sentences grammatically.

Implementation

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

As soon as possible after pupils start with us at Education 1st, we carry out a placement or diagnostic test in reading and spelling (also maths) that will determine gaps in their learning. Once this is completed, we know which sections of our literacy course a pupil needs to start at. Filling these gaps will give pupils the foundation they need to be successful learners when they move to their next setting.

We aim to ensure that:

- Literacy sessions are structured to support and stimulate language development but flexible to respond to individual needs of the pupils.
- Mentoring sessions provide opportunities for pupils to engage in purposeful formal and informal talk.
- Learning sessions are planned so that pupils have to listen for realistic lengths of time.
- Available data on pupils' 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 learning and activity sessions for reading.

Our minimum requirement is that each child has a literacy lesson each week, provided they are with us four sessions each week. Mentors are instrumental in delivering this. With our tablets and online learning platform, pupils can be offered more opportunities to access reading and spelling content whilst they are with us. Pupils who are particularly engaged will also be able to access learning platforms at home.

Resources

We provide:

- Learning environments which are conducive to good literacy practice.
- Effective online learning resources.
- Lesson content that provides reporting features to monitor student progress.
- Reading material that is up to date, relevant and balanced in its presentation of ethnicity and gender.
- Access to public libraries and IT sources of information.

The online literacy courses we provide to pupils have been developed to align with England's National Curriculum. Age and ability related content covers key areas of literacy.

Pupils underachieving with literacy (including those with special educational needs) are working below National average age-related expectations. All pupils will be accessing learning content in line with their ability level.

Access to relevant content will reinforce learning and challenge pupils to make progress. Courses are supported with activities, eBooks, enriching tasks and other resources.

For Secondary and Post 16 students – aged 13-19 years

For older students attending for longer periods of time we can offer accredited ASDAN Short Courses, including English. Because courses are multi-level, the focus is on completing challenges and skills development according to individual ability, although we expect learners to be working at Entry level 3 to Level 1.

ASDAN E-portfolio option

All ASDAN Short Courses are available online via the ASDAN e-portfolio system. This online platform allows learners to complete their chosen Short Courses online by completing challenges, recording skills development and uploading evidence.

Interventions and Support

Our Literacy Programme has been selected for pupil interests and engagement in order for children and young people to make progress with their reading, writing and spelling. Pupils on part-time / short-term placements will have personalised interventions as appropriate. Pupil timetables will be adjusted accordingly to support these interventions.