# THE COPPICE ACADEMY

# Literacy Policy

# Literacy Policy

*Rationale:*

The Coppice Academy aims to provide a supportive, stimulating and secure environment where children are encouraged to express themselves and where their contributions are valued. We will provide for the language development of pupils and will develop their ability to use language to think, to explore and to recognise and communicate their ideas.

*Key Principles:*

At the Coppice Academy our literacy policy is underpinned by three key principles:

- literacy as a right for all pupils;
- it is the responsibility of all teachers for the development of literacy;
- it is the responsibility of all teachers to develop literacy across all areas of the curriculum.

*Aims:*

At The Coppice Academy we aim:
- To develop students' literacy skills so that, where appropriate and as a minimum expectation, they are able to function within society.
- To develop students' literacy skills so that they are able to access all areas of their curriculum.
- To develop successful learners who are as independent as possible and who enjoy learning, who make outstanding progress and who achieve or exceed their potential in all subject areas.
- To provide challenge for all of our students at an appropriate level.
- To provide flexible accreditation pathways that will cater for the needs of our learners.
- To inspire in our students a love of literacy and a desire to read for pleasure.
- To empower students to take the next steps in their education, where appropriate.

*The Role of the Teacher:*

As a skilled user of language, the modelling provided by the teacher is essential in both the development of students' literacy, and in fostering positive attitudes towards literacy. The teacher will develop the literacy of our students by adopting a variety of roles. These include:

1. facilitator: providing a supportive and stimulating environment, organising purposeful activities and enabling children to develop literacy skills;
2. initiator: providing a variety of resources and opportunities for a wide range of balanced activities to encourage the development of skills in talking, listening, reading and writing;
3. monitor: observing and recording the development of skills in literacy;
4. assessor: evaluating and assessing the development of skills in literacy.

### *Speaking and Listening Rationale*

Spoken language and listening are fundamental skills upon which the educational development of our students depend. Through the development of oral and aural skills, they learn about language and this equips them to demonstrate and refine their learning.

Our overall aim is for our children to become efficient language users. This will be achieved by devoting time, energy and resources to the development of oral communication. Through purposeful interaction with teachers and other students, students will be able to participate in experiences that develop their skills and their thinking.

### *Classroom Environment*

We will provide a classroom environment in which children feel relaxed, accepted and affirmed. Our aims are:
- to include spoken language in all areas of the curriculum;
- to use a variety of experiences and activities to promote a wide range of types of talk;
- to vary classroom organisation and management; e.g. use of pairs, small and large groups; composition of groups; varying roles in groups to facilitate a range of speaking and listening opportunities;
- to model effective use of spoken language;
- to use resources and display effectively;
- to provide strong links with reading and writing in order to promote effective speaking and listening;

## *Reading Rationale*

Our aims are that our children will learn to read and love to read, will enjoy a wide variety of texts and will become independent, critical, life-long readers and learners.

Students will be encouraged to read in all areas of the curriculum. They will be awarded reading bonuses when they do so.

More information on reading can be found in the document 'Reading Matters at The Coppice'.

### *Dedicated reading time*

All students have a designated weekly Drop Everything And Read (DEAR) session on a Friday morning. Students are able to access books that are on the shelves in the hall, and can choose from a range of reading material, some of which are age-appropriate titles aimed at those with a reading age that is significantly below their chronological age.

In October 2022, we launched our online library via the SORA app. Most students love using this and it has definitely improved our students' access to reading materials. The library can be accessed at home, and parents are able to see what their child is reading. The app also provides data about how often a child reads, and for how long. We are actively promoting the use of this virtual library and are awarding Sora Superstars certificates in assemblies on Friday mornings for students who have spent the most time reading each week.

### *Teaching Approaches and Organisation of Learning*

In order to facilitate pupils' differing learning various styles, a variety of approaches is used:

- regular reading to students in all classes
- paired reading with peers or an adult
- developing phonological awareness
- Read Write Inc Fresh Start for students who need a phonics-based approach
- language experience, combining writing and reading
- modeling of reading strategies
- guided reading in class groups
- allocated time for independent reading (DEAR time)

### *Progression*

At the Coppice, we do not use a specific reading scheme as we are a secondary school.  Instead, we use a range of age-appropriate materials suited to the needs of our students.  We use Fresh Start Anthologies, Nelson Comprehension and Spelling books and Rapid Readers as well as Barrington Stoke age-appropriate texts for students whose reading age is lower than their chronological age.

Progress can be identified in termly data drops, progress through learning outcomes (see below), teacher comments and next steps, progress through reading material, performance in assessments and mini-tests/quizzes, reading and spelling age tests and the work that students complete using Core 5 or Lexia.  Appropriate interventions will be put in place for students who are not making the expected progress.

## *Writing Rationale*

Writing is an essential tool in the learning process. Children write to express their emotions, to convey their thoughts and opinions and to present evidence of research. By developing these skills we can equip our children to use writing across the range of curricular activities in which they are involved.

Our aim is that our children will develop the ability to write effectively in various forms according to purpose and audience.  They are encouraged to write for real purposes as well as writing creatively.

### *Classroom Environment*

All classrooms display literacy posters including punctuation guidance; they also have word walls that incorporate key vocabulary.  Classrooms where Read Write Inc is taught have a separate display area for this.  Students are able to access and use dictionaries or their iPads, and students' work is displayed in order to celebrate their writing achievements.
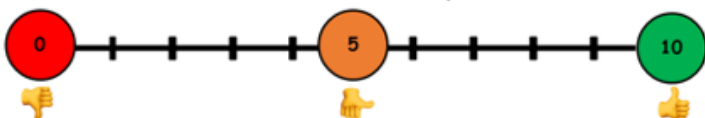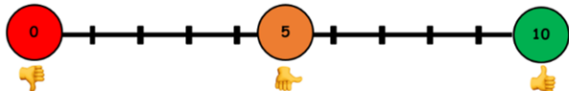
## *Fresh Start Intervention Programme*

 Read Write Inc Fresh Start is a literacy intervention programme developed by Ruth Miskin.  It aims to rescue struggling readers and writers who are below age-related expectations, using a phonics-based approach.  The programme uses a range of high-quality, engaging, age-appropriate reading and writing materials.  We currently have two KS3 classes whose English lessons are based around this programme in order to support the development of students' reading and writing skills.

## *Teaching Approaches and Organisation of Learning*

- Students write for a variety of audiences and purposes – for themselves, their peers, the school, and the wider community at times.  Where appropriate, students are given the opportunity to write for a real purpose.

- The purpose of the writing is made clear to children before they begin e.g. are they trying to amuse, persuade or frighten the reader, and this is often supported through prompt sheets, scaffolding or word mats.

- Teachers often show students how to approach a writing task by writing themselves, explaining what they are doing as they go along (modelled writing) or by scribing the children's ideas onto large sheets (shared writing)

- A Teaching Assistant will support some students by scribing their work for them.

- Writing sessions include time for discussion and planning – we also make time for students to reflect upon their work and edit at various points.

- Children work both independently and collaboratively on their writing tasks and during the planning stage.

- As a secondary school, we expect students to write in pen.

- We have a clear marking and feedback policy detailing responses to students' work.

- All students will have a learning outcome sticker which goes at the start of every piece of work that they complete. This is standard practice across all subjects.

| Learning outcome: | To lay out work in line with the academy's presentation policy |
|---|---|
| Coppice Academy Staffordshire | How confident are you?  0 — 5 — 10  [ ] |

- Students rate their confidence by writing a number between 1 and 10 in the box.

- At the end of the piece of work, students will complete the top section of the assessment slip,  again rating their confidence, and staff will complete the other sections:

| Assessment | | | | | |
|---|---|---|---|---|---|
| Coppice Academy Staffordshire | How confident are you now?  0 — 5 — 10 | | | | [ ] |
| Learning outcome achieved? | No (+ reason) | Partly (+ reason) | Yes | Bonus Points for effort: | |
| ✒ | You acted on purple pen comments in the lesson. | | | | |
|  | Your work was marked in the lesson and we spoke to you about it. | | | | |
|  | You completed an extension task today – well done. | | | | |

## Parental Involvement

Parents are encouraged to be active participants in their child's learning. We aim to provide an open-door policy whereby parents can seek advice or support from any member of staff. We endeavour to communicate well through newsletters, planners, reports, open days, texts, ParentMail and the website.

## Homework

We fully appreciate that, for many of our students, school is school, and home is home. However, some students and parents/carers have asked about homework, so we have introduced some apps that can be used at home to support learning, should students or parent so wish. Progress on these apps can be monitored by us and achievements recognised.  There will, however, be no expectation that students complete any work at home unless they want to do so.

**Lexia Core 5 or Lexia PowerUp**

Students have access to one of these two apps for their English skills.  They can work through the program at their own pace, improving their vocabulary, reading and comprehension.

## Equal Opportunities

We are committed to an environment that promotes equal opportunities for all children, regardless of their race/colour/gender and religion. Please also see the Academy's Race Equality and Equal Opportunities policy.  We are aware of the research that suggests boys under-achieve in literacy and will give equal access to materials, teacher time and attention in order to raise standards among all students equally.

## Assessment

Students' skills in reading and spelling are tested when they arrive at The Coppice in Year 7, in order to determine their reading and spelling age.  We then re-test students at the start of every term to track their progress.

We follow the principles embedded in the school marking policy and assess weekly or fortnightly, dependent on what topic is set.   Reading assessments are carried out during English lessons, focusing upon specific assessment criteria using the SOLAR assessment system.  Writing tasks are assessed by means of teacher comment and next steps; students' responses to writing tasks form the evidence used by staff when assessing for each data drop, as well as informing their future planning.

We also continually assess students' contribution and effort using the school credit system, and bonus points are allocated for reading in lessons.  A 'Reader of the Week' certificate is presented in assembly to the student who has gained the most reading bonuses that week.

### Monitoring and Evaluation

We have a Data Manager who monitors and tracks data and shares findings with all staff. Subject leads also analyse the data and have half-termly meetings with staff to discuss student progress. The SLT, together with subject leads, will conduct book scrutinies, jointly observe lessons and provide relevant CPD for staff.

### The Role of ICT

We promote the use of ICT in lessons where appropriate, not just as a teaching tool but as a hands-on approach for the students. Every student has an iPad and, where appropriate, this will be used in English lessons.

### Special Educational Needs

All of our students have EHCPs and staff will take into account the needs of individuals when planning their lessons. Subject leads will liaise with class teachers to ensure that the individual needs of students are met. The SENCO will ensure that appropriate targets are set and are regularly reviewed at annual reviews and through links with specific service providers; i.e. visual, speech and hearing impairment link workers.