



Da Vinci Academy
A L.E.A.D. Academy



"One Team, Changing Worlds"

Literacy and Reading



L.E.A.D. Academy Trust
Lead • Empower • Achieve • Drive

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Review Cycle: Annually
To be approved by: Headteacher
Approved: Katie Roberts

Date: 3rd September 2021

Aims

The aims of this policy:

- to recognise that all teachers are both teachers and assessors of literacy through their subjects;
- to support practice that will raise the progress and attainment levels of pupils of all abilities to ensure all pupils become effective readers, writers and communicators;
- to build on existing good and outstanding literacy practice at Da Vinci Academy to establish a coherent and cohesive approach to literacy.

Context

- Limited literacy skills form a significant barrier to the learning of many of our pupils.

The term “literacy” is used to embrace all aspects of English language development. This primarily means the three language modes: reading, writing, speaking and listening.

At Da Vinci Academy we strive for pupils to become comprehensively literate.

This means they can:

- read and write with confidence, fluency and understanding, employing a wide range of different reading strategies for different reading purposes;
- develop a growing vocabulary in spoken and written forms in order to better articulate their responses;
- understand a range of text types and genres – be able to write in a variety of styles and forms appropriate to the situation;
- apply a range of independent strategies to self-monitor and correct their work;
- develop their powers of imagination, inventiveness and critical awareness.

Intended Outcomes:

- Improve continuity of teaching & learning across the curriculum.
- Develop systematic & co-ordinated literacy support for all students.
- Develop literacy skills for all pupils.
- Enable all pupils to access the curriculum in preparation for GCSE.
- All pupils make outstanding progress, making more than expected levels of progress in reading, writing and speaking and listening.

All teachers are teachers of literacy. We are committed to developing literacy skills in all of our pupils, in the belief that it will support their learning and raise standards across the curriculum because:

- pupils need vocabulary, expression and organisational control to cope with the cognitive demands of all of their subjects;
- reading helps us to learn from sources beyond our immediate experience;
- writing helps us to sustain, order and express thought;

- language helps us to reflect, revise and evaluate the tasks we undertake, and on the things others have said, written or done;
- responding to higher order questions encourages the development of thinking skills and independent enquiry;
- improving literacy and learning can have an impact on pupils' self-esteem, motivation and behaviour;

Roles and Responsibilities

SLT & Literacy co-ordinator: embed literacy across the curriculum and in extra-curricular opportunities. Support development of departments and individual teachers in the teaching of key literacy skills, especially extended writing skills and explicit vocabulary teaching. Monitor Reciprocal Reading in lessons each term. Provide intervention to boost low reading ages.

SENCO: contribute to pupils' development of reading, writing, speaking and listening through use of intervention (such as Lexia, Hackney and small 1-2-1/ group work), to measure students' reading abilities and to accelerate the development of critical fundamental literacy skills in those students identified by assessment.

EAL coordinator: Support students to develop the four key skills of listening, speaking, reading and writing, to enable them to access the curriculum successfully. Expand subject vocabulary, use of grammar and develop writing skills. Assess students' English language and reading skills for setting and intervention.

Teachers/ CLs across the curriculum: contribute to pupils' development of reading, writing, speaking and listening in lessons. Use the updated literacy marking policy (Appendix 1). Identify specific literacy skills within long and short term planning. To embed explicit vocabulary teaching through a bank of selected key words, which will be in the knowledge organisers, long and medium term plans. To encourage wider reading opportunities in lessons as well as embed Reciprocal Reading techniques in their teaching and planning. Key words will be recorded by the pupils on the initial teaching of the words and these will be revisited throughout the unit of work being studied for that half term/ term.

English Department: provide pupils with knowledge, skills and understanding they need to read, write and speak and listen effectively. Ascertain student reading ages using ARTi / GL assessments. These results will be used for setting and intervention. To utilise GL assessment data from progress tests in year 7 and all other data for diagnostic purposes to accelerate progress and attainment.

Parents: support their children with home reading, homework and to improve children's literacy levels. Monitor pupils reading records and respond to feedback given. To support their children in developing their reading ages and reading for pleasure.

Pupils: take ownership of their own curricular and extra-curricular literacy and reading responsibilities.

Appendix 1

General Marking and Assessment Rules

In all subjects, teachers will implement the Academy's marking policy in order to:

- develop consistent procedures and practices;
- reinforce cross-curricular expectations regarding literacy;
- express a shared understanding of the principles and purposes of marking for literacy;
- encourage pupils to convey ideas and knowledge more successfully;
- provide a focus for reviewing, monitoring & evaluating the quality of pupils' written work;
- teach learning strategies which help pupils to learn explicit vocabulary;
- develop consistent feedback to pupils that will support their literacy skills
- encourage pupils to check, edit and draft their own work ;
- provide a focus for reviewing, monitoring and evaluating the quality of pupils' learning in the use of language;
- provide a focus for reviewing, monitoring and evaluating the effectiveness of literacy/ vocabulary teaching.

Marking Expectations

- All teachers will mark for literacy following the schools feedback policy.
- All teachers will mark in in green pen and students will respond to feedback in purple pen following the schools assessment policy.
- All subjects mark for key word spellings and new subject vocabulary following the schools assessment policy.
- Spelling corrections should focus on those words which the student should know (high frequency words, plurals and homophones) as appropriate to year, target and ability levels.
- Teachers should use judgement when marking work written by pupils with reading ages below their actual age.
- Pupils will correct spelling errors following the academy's marking expectations. Incorrect spellings are to be written up five times correctly alongside the corrected spelling and then a glossary of commonly mis-spelled words should be added to a glossary sheet in exercise books for future reference.
- Pupils will proofread and edit all formal written assessment.
- Any written comments on work must be legible to the student and be written in such a way as to be clearly understood by the student.

NB. Every time a teacher writes, they are modelling writing for pupils. Every time a teacher writes in a pupil's book they are communicating with that pupil. Every time that communication fails, an opportunity has been lost and time wasted.

Appendix 2

Marking for Literacy

Correction Codes for Marking

It is important that pupils know not only that they have made a mistake, but why, and how it may be remedied. The following will be used to indicate and correct basic errors.

Please note that mis-spelled words will be re-written correctly by the pupil up to five times.

Mark	Error Indicated
\	A word is missing – placed where missing word should be
/	Start a new sentence – in front of the first word of that sentence
//	Start a new paragraph – in front of the first word of that paragraph
Gr	Grammar error – explain at end of work
Sp	Spelling error – plus underlining and correction of incorrect word
P	Punctuation error – indicate what and where
Ww	Wrong word – plus explanation at end
?	Unclear - follow up by talking to pupil to clarify

An example of marking for literacy in this way is being adapted by the English department. Pink highlighted words/ literacy mistakes are for the students to reflect and think. Therefore, 'Pink for Think'. Green highlighted words will be used for good work, therefore, 'Green is for Good'.

Appendix 3

Listed Reading Programmes.

Hackney, Lexia and Small group Reading

This intervention will be conducted with EAL/ SEND students who need additional reading and literacy support. This intervention is aimed towards students who test 69 or less on their standardised score for reading. Therefore, being very weak readers.

Thinking Reading Programme

This intervention is overseen by SMC, VHE and MWA.

A reading coach will lead the programme along with 4-6 LSAs and the academy librarian.

This intervention is aimed towards those who score 70-84 on their standardised score tests and so are below average in their reading. Currently, our focus is on Year 11 and 10 due to the limited time left to support their reading ages for their GCSE's.

This is a very intense and efficient programme which has been supported by the Opportunity Area funding in Derby.

Reciprocal Reading

This is a reading strategy which all staff have the responsibility to use on selected academic texts and reading opportunities in their subjects/ lessons.

Reciprocal reading works with 4 main areas of reading comprehension, these being: The predictor, questioner, summariser and clarifier.

Year 7 and 8 trial groups will continue where they have scored 86-99 standardised score in their reading tests.

Reading at Da Vinci Academy

Da Vinci Academy is committed to providing high quality reading opportunities for all pupils. We believe that reading for pleasure is a vital part of everyday life. We actively encourage pupils to develop a love of reading: this will enable them to interact with texts not only as entertainment, but also as portals to development. We follow the synthesis of research provided by Doug Lemov's book, '*Reading Reconsidered*' which surmises that there are four key reading priorities when it comes to learning.

The four key reading priorities are:

- 1** Read harder texts.
- 2** 'Close read' texts vigorously and intentionally.
- 3** Read more non-fiction more effectively.
- 4** Write more effectively in direct response to texts.

We believe that, by equipping teachers with need-to-know reading approaches, students will better understand – and enjoy reading – the texts they encounter during their learning journey.

Da Vinci Academy Reading

DVA is committed to providing a Da Vinci Academy Reading Programme to help all students achieve their potential. Research has shown that reading is just as important for secondary students as it is for younger years. As a school, we are delighted to continue Da Vinci Academy Reading which will see DVA students reading from a wide ranging canon, encompassing *the best that has ever been written!*

Four times per week, students will be read to by their form tutor whilst they follow along in their own book. *An example of the texts we will be reading this half term, are:*

- *After Tomorrow*, Gillian Cross – Year 7
- *Me, My Family and Other Animals*, Gerald Durrell – Year 8
- *Outsiders*, S. E. Hinton – Year 9
- *Lord of the Flies*, William Golding – Year 10

Once a class has finished reading their first book, they will move onto one of the following books:

Y7

My Sister Lives on the Mantelpiece, Annabel Pitcher
The Hunger Games, Book 1, Suzanne Collins
Boy, Roald Dahl
Chinese Cinderella, Adeline Yen Mah

Y8

Little Women, Louisa M Alcott
Northern Lights, Philip Pullman
The Diary of Anne Franks, Anne Frank
Bog Child, Siobhan Dowd

Y9

Brighton Rock, Graham Greene
1984, George Orwell
Rebecca, Daphne du Maurier
To Kill a Mockingbird, Harper Lee

Y10

Catcher in the Rye, J.D. Salinger
Touching the Void, Joe Simpson
The Great Gatsby, F. Scott Fitzgerald
I Capture the Castle, Dodie Smith

In line with our literacy policy and our continuous drive on explicit vocabulary teaching, we have also introduced specific teaching for the key vocabulary which feature in the Da Vinci Academy Reading texts. This explicit vocabulary teaching happens once per week and the words selected are often words which become our 'powerful word(s) of the week'.

By exposing our young ones to a wider bank of vocabulary, we are sure that the students at Da Vinci Academy will become stronger, independent and more confident learners and readers.