



# The Hundred of Hoo Academy

## Literacy Policy 2023-2025

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<b>Policy Status</b>	
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## Introduction

The development of strong literacy improves the life chances of young people and gives them the key skills that are the fundamentals of everyday life. Literacy includes reading, writing, speaking and listening; all of which are developed each day and are a core element of all curriculum areas. Leaders strategically map literacy opportunities into their curriculums and select content and texts that promote engagement and love of reading. We ensure our texts increase in challenge as our pupils progress. A range of activities are ingrained within each subject's core curriculum and in every day Academy life.

Our literacy strategy builds on the core principles of the English KS1/KS2 curriculum and ensures that no child is left behind. We are influenced by recent research and publications from the EEF as well as academics. Through the framework of the MYP, we are able to teach children how important their written, visual and oral language skills are within the real world and not just within their time at HOH. Disciplinary Literacy opportunities are mapped throughout the curriculum in all disciplines ensuring that we enhance both day-to-day literacy as well as subject specific literacy.

Through analysis of pupil outcomes of not only exams, but retention quizzes, retrieval activities, NGRT testing, and our feedback policy we target specific intervention strategies for groups of pupils to ensure that all pupils, no matter their starting point, have the best chances of securing outcomes in English and Maths. In turn, this will ensure that pupils can access their next steps of education and support them in the employment process.

This document gives some examples of the strategies we use to nurture and develop the literacy of all of our pupils. These are strategies that are not confined to the Academy and they are areas that can be practised and developed at home.

## Literacy Strategies:

STRATEGY	INTENT	IMPLEMENTATION	IMPACT
<b>NGRT READING AGE TESTING</b>  <b>LED BY: EMS</b>	<p>The New Group Reading Test (NGRT) is a standardised assessment that allows us to reliably measure reading skills against the national average so we can get to the root of any problems precisely and quickly.</p>	<p>NGRT provides information about sentence completion, and comprehension allowing us to identify where difficulties lie.</p> <p>This method of assessment is adaptive. Questions are automatically presented based on a pupils' ability as they complete them.</p> <p>KS3 undergoes this testing 3 times per year and KS4 once per year to measure their progress and reliably assess the impact of reading and disciplinary literacy within our curriculum. A pupils' reading ability can be benchmarked using the Standardised Age Score (SAS).</p>	<ul style="list-style-type: none"> <li>• We have reliable data to analyse to identify the strengths that can be further developed as well as the areas that require improvement.</li> <li>• We are able to start the process of diagnosing pupils' reading needs. We are able to assign them specific interventions, or adapt our ToTF curriculum to suit the needs of our current cohort.</li> <li>• All staff have access to this data so they can reliably create seating plans and adapt their resources to suit the reading ability of their groups.</li> <li>• The SEN department will have reliable data to support them in accurately diagnosing EAA needs.</li> </ul>
<b>SPARX READER</b>  <b>LED BY: ROA/EVB</b>	<p>Sparx Reader is a reading, comprehension and vocabulary programme that enables us to promote and encourage regular reading with our pupils and improve their literacy.</p>	<p>All Y7-9 KS3 pupils are set weekly Sparx Reader reading homework by their English teacher. Pupils are encouraged to choose an online book out of four options selected for them based on ability.</p> <p>Sparx Reader will regularly check their understanding of the story throughout the book by asking frequent comprehension questions.</p> <p>Time spent reading, speed of reading and extra engagement with the programme is monitored by English staff.</p>	<ul style="list-style-type: none"> <li>• This programme encourages a love and enjoyment of reading. Pupils are regularly rewarded and celebrated for their achievements and time spent reading.</li> <li>• Pupil choice and independence is encouraged, pupils can 'swap out' a book if they are not enjoying it.</li> <li>• Teachers know exactly who is reading and can focus on those that need intervention and support in class. Reports are generated for each class. Reports monitor time spent reading and speed of reading.</li> </ul>

<p><b>RECIPROCAL READING</b></p> <p><b>LED BY: ROA</b></p>	<p>We have embedded a weekly practice of guided <i>Drop Everything And Read</i> time once a week. During form time, form tutors facilitate <i>Reciprocal Reading</i> for an extended period of time.</p>	<p><b><u>Diagnosis Method:</u></b> This strategy is for all pupils.</p> <p><b><u>Treatment:</u></b> The whole school reads routinely once a week during registration time. Form tutors and pupils use 'Reciprocal Reading', a structured guided reading programme, to explore a range of fiction and nonfiction extracts. Pupils take on roles to explore the text in depth aiding their comprehension skills. Reading for an extended period of 20-30 minutes as guided by Ofsted encourages pupils to habitually read for enjoyment and supports reading fluency. It allows staff and pupils to celebrate reading, engage with a range of fiction and non-fiction, and articulate their thoughts and feelings about texts and their links to the world around us.</p> <p><b><u>Review:</u></b> Reading is strategically mapped into the curriculum. All staff measure for fluency and comprehension. Pupils ability to read is reviewed frequently across all subject areas.</p>	<ul style="list-style-type: none"> <li>• This reading programme helps students build a lifelong reading habit and refines and develops both their written and verbal oracy skills.</li> <li>• Pupils see that Literacy and reading is a whole school initiative and it's important no matter what room they're in.</li> <li>• Pupils who struggle to read independently can work 1-1 with their form tutor in a guided reading style to aid specific literacy struggles.</li> </ul>
<p><b>DISCIPLINARY LITERACY</b></p> <p><b>LED BY: EMS</b></p>	<p>Disciplinary literacy is an approach to improving literacy across the curriculum that emphasises the importance of subject specific support. We expect all staff to be delivering subject specific literacy actions to ensure pupils can both access and excel in their subjects.</p>	<p><b><u>Diagnosis Method:</u></b> This strategy is for all pupils. EEF argues that in the transition from Primary to Secondary, where subjects are no longer taught in an inter/trans disciplinary way, there is often a vocabulary gap which prevents pupils from speaking like academics in individual disciplines.</p> <p><b><u>Treatment:</u></b> Leaders strategically map disciplinary literacy within all units of work. Subject specific literacy is introduced to pupils throughout lessons, and home study tasks to ensure that pupils have the right academic vocabulary to access and excel in all of their disciplines.</p>	<ul style="list-style-type: none"> <li>• Leaders have pre-planned key vocabulary to teach so there is uniformity across teaching staff in each discipline.</li> <li>• Pupils are able to recognise and use key academic vocabulary in their disciplines.</li> <li>• Writing outcomes are improved as pupils become familiar with using key terminology.</li> <li>• Using ambitious and subject specific vocabulary becomes habitual for pupils.</li> </ul>

		<p><b><u>Review:</u></b> Our teaching staff can choose to embed retrieval opportunities to test and reteach pupils key vocabulary and key concepts. Our teaching staff also use the 'disciplinary literacy' box on their PfP to review and assess how well pupils are adopting key disciplinary terminology. With this, they map opportunities to reteach and address misconceptions.</p>	
<p><b>TOTF</b> <b>LED BY: CXC/ROA</b></p>	<p>We have the expectation that all staff deliver a weekly literacy lesson working on specific spelling, punctuation and grammar skills during form time.</p>	<p><b><u>Diagnosis:</u></b> This strategy is for all pupils. SATS data, termly assessments, and reading assessments have been used to determine specific weaknesses and targets in literacy that need to be worked on during these sessions.</p> <p><b><u>Treatment:</u></b> Fortnightly literacy activities are tailor-made for all form tutors to use. They are designed to address and rectify specific weaknesses in basic spelling, punctuation and grammar. Whole school CPD is delivered to all staff as compulsory training to ensure teachers are aware of how important this is for pupils and are confident in their delivery of this.</p> <p><b><u>Review:</u></b> Our Literacy marking policy enables all staff to review the impact of these sessions. Whilst there is immediate self/peer assessment, these sessions have long term impact in the classroom.</p>	<ul style="list-style-type: none"> <li>• Pupils become accustomed to reading transactional writing that not only builds their vocabulary to discuss our Theme of the Fortnight, but enhances their cultural awareness and encourages discussion.</li> <li>• Pupils have greater control, and more practice over the fundamental Literacy skills that not only enhances their outcomes in all subjects, but ensure they're ready for their next steps in either education or employment.</li> </ul>

<p><b>LIBRARY LESSONS</b></p> <p><b>LED BY: EMS/ROA/MXS</b></p>	<p>Our KS3 cohort are timetabled to a Library Lesson once a fortnight as a part of their English lessons. We use NGRT testing to determine pupil reading ages and levels. Pupils are guided to select a book and read it independently to build their love for reading. We use guided reading to ensure we are able to measure fluency and comprehension as part of the Library Intent.</p>	<p><b><u>Diagnosis Method:</u></b> This strategy is for all pupils in KS3. Based on our analysis of reading interventions, library lessons are centred around guided reading as we aim to foster the habit of independent reading among our pupils.</p> <p><b><u>Treatment:</u></b> Pupils from any year group can access the Library at break, lunch or afterschool whereas years 7-9 have an hour a fortnight specifically on their timetables to be in the Library. All teachers are aware of pupils' NGRT outcomes and students are guided by teachers towards books that interest them within their reading age. To support fluency and comprehension, each class also follows a 'guided reader'. These contemporary texts are researched to suit the needs of both our context and cohort.</p> <p><b><u>Review:</u></b> NGRT testing is repeated for KS3 3x per year to measure the impact and support pupils in progressing through our library. We also run ongoing yearly reading challenges as well as measuring class progress through guided texts.</p>	<ul style="list-style-type: none"> <li>• All of our pupils are able to loan books to enhance reading development.</li> <li>• All pupils have a safe and silent space to read within.</li> <li>• Class teachers are able to monitor reading ages, recommend texts and guide pupils through novels for pleasure. This actively promotes reading for all.</li> <li>• Positive effects on reading comprehension and reading achievement.</li> <li>• Pupils are always being stretched and are never sitting within a comfort zone.</li> <li>• Guided reading tracking appears to be effective in engaging male pupils in reading, and fosters a sense of achievement and pride in their progress.</li> <li>• Pupils at very low levels of reading can grow into independent, and proud readers despite needing initial support.</li> <li>• Our school can lead robust evaluations of our planned literacy and reading interventions.</li> </ul>
<p><b>KNOWLEDGE ORGANISERS</b></p> <p><b>LED BY: CAW</b></p>	<p>We have the expectation that all subject Knowledge Organisers have a specific focus on literacy as well as key disciplinary literacy. Literacy skills are also a part of our whole school marking policy.</p>	<p><b><u>Diagnosis Method:</u></b> This strategy is for all pupils.</p> <p><b><u>Treatment:</u></b> Our pupils have access to Knowledge Organisers in all of their subjects. Using these, pupils have the option to prepare for lessons by learning specialist vocabulary, spellings and definitions of new words in advance. Teachers have the option to use these for testing retention.</p> <p><b><u>Review:</u></b> Our teaching staff regularly embed retrieval</p>	<ul style="list-style-type: none"> <li>• Knowledge Organisers make lessons more accessible and they improve subject specific literacy. Pupils are constantly enhancing their vocabularies and appreciate the value in knowing key words and their definitions.</li> <li>• Pupils have immediate access (both at home and in class) to the spelling of key words, grammatical rules and definitions.</li> <li>• Our literacy marking policy ensures that literacy skills, weaknesses and targets are a key focus for all staff and pupils.</li> </ul>

		opportunities to test and reteach pupils understanding of key vocabulary from knowledge organisers.	
<p><b>GUIDED READING INTERVENTIONS</b></p> <p><b>LED BY: NTV/ROA</b></p> <p>A range of intervention targeting specific areas of difficulty.</p> <p>Conquering Literacy (12 week programme) Read and Respond</p> <p>Morphology Masters (6-week programme)</p> <p>Read and Respond</p>	<p>We ensure that learners identified as struggling with reading receive targeted and impactful intervention to meet their specific areas of difficulty. We ensure that our learners are given the opportunities to progress and improve their cognitive skills, their reading fluency, their comprehension skills and to be able to read with metacognition.</p>	<p><b><u>Diagnosis Method:</u></b> This strategy is for selected KS3 pupils who are identified as reading significantly below an age appropriate level. Based on their NGRT outcomes, we can identify which reading intervention is appropriate.</p> <p><b><u>Treatment:</u></b></p> <p><b>Conquering literacy</b> 12 week multisensory programme for learners with dyslexia. Delivered to groups of up to four learners, there is a greater emphasis on memory and retrieval to help foster automaticity. Encompassing literacy rules such as suffixing, syllable division, spelling rules and morphology.</p> <p><b>Morphology Masters</b> Delivered to groups of 4 - 8 learners who are taught about the meaningful relationship between words including how they sound, are spelt and and their morphological structure contributing to vocabulary knowledge and comprehension.</p> <p><b>Read and Respond.</b> Delivered to small groups of learners Linked to curriculum this programme focuses on reading automaticity and comprehension using guided reading to encourage a love of reading, writing and talking about books.</p> <p><b><u>Review:</u></b> This intervention is reviewed via analysis of NGRT</p>	<p><b><u>Conquering Literacy</u></b></p> <ul style="list-style-type: none"> <li>• Create the alphabet arc, identify vowels and consonants</li> <li>• Alphabet/dictionary word.</li> <li>• Revisionr.</li> <li>• Reading - Learners use metacognition to read the cards they have created for the phonemes they are taught previously.</li> <li>• Spelling - Larners spell the phonemes they have previously been taught.</li> <li>• Directed discovery - new concepts are introduced by the instruction</li> <li>• Reading - Learners are given a short story cut up to reassemble - words used are focus of the session plus previously taught.</li> <li>• ESWC - Echo, Say, Write, Check - spellings of new concepts plus previously introduced words.</li> <li>• Game to consolidate learning.</li> </ul> <p><b><u>Morphology Master</u></b> Assess learner - Plan 6 week programme</p> <ul style="list-style-type: none"> <li>• Morphological Awareness - what did we learn last week</li> <li>• Trigger card revision - created from previous lesson</li> <li>• Word Root Work - introduction of new root word</li> <li>• Word Affix work - introduction of targeted affix</li> <li>• Word mastery - study a multi-morphic word</li> <li>• Word espionage - reading text using previously taught words</li> <li>• Sentence dictation</li> <li>• Create Trigger card</li> </ul> <p>Review - extend for another 6 weeks if needed</p>

		testing and testing within each intervention.	<u>Read and Respond</u> <ul style="list-style-type: none"> <li>• Guided reading that engages pupils.</li> <li>• Shared reading - learners take turns reading the extracts to develop fluency, and build confidence.</li> <li>• Grammar, Punctuation and Spelling enhances through exposure and explicit teaching</li> <li>• Plot character and setting are discussed to support comprehension</li> <li>• This well round intervention promotes a love for reading, and encourages them to read widely, and often.</li> </ul>
<b>READWRITE TOOLBAR</b>  <b>LED BY: EMS / SDO / NTV</b>	<p>We ensure that pupils with lower levels of fundamental literacy have access to specific digital tools that can help them in reading, comprehending and therefore accessing their curriculum. Those that need this added support have the ReadWrite toolbar extension installed on their ChromeBooks and permission to use this during curriculum lessons.</p>	<p><b><u>Diagnosis Method:</u></b> This strategy is currently for pupils with diagnosed SPLD or have EAL.</p> <p><b><u>Treatment:</u></b> The ReadWrite toolbar enables pupils with low levels of literacy to be able to access more work. It's a gateway to pupils who struggle to read to self-facilitate texts in their lessons. A targeted group of pupils have had the toolbar installed and training given on using the toolbar in lessons.</p> <p>With the toolbar pupils can:</p> <ul style="list-style-type: none"> <li>- Add overlays to their screens</li> <li>- Use rulers to track texts</li> <li>- Use dictionaries and visual dictionaries to understand texts</li> <li>- Can have chunks of text read to them</li> <li>- Highlight key sections, and enhance their note taking ability</li> <li>- Translating texts</li> </ul> <p><b><u>Review:</u></b> This intervention is reviewed via live feedback and our marking policy as well as pupil outcomes in milestones, and exams.</p>	<ul style="list-style-type: none"> <li>• Helps to engage pupils in lessons by enabling access to resources.</li> <li>• Pupils are able to practise, and have access to their EAA whilst in lessons without TA support.</li> <li>• SEN pupils' outcomes will increase as a result of the above. They can self facilitate their understanding of key vocabulary.</li> <li>• To support independent learning and maximise access to HW tasks, it can be used at home and is available on multiple devices.</li> </ul>



<p><b>PEER READING</b></p> <p><b>LED BY: ROA</b></p>	<p>We aim to ensure all pupils are supported in their reading and literacy ability. Those that need extra support are selected to participate in our pupil Peer Reading Mentoring Programme.</p>	<p><b><u>Diagnosis Method:</u></b> Reading age is between 6-18 months away from pupil's age. Teachers can also recommend based on enjoyment for reading, and pupils' social well-being.</p> <p><b><u>Treatment:</u></b> A targeted enrichment session that is specifically designed to boost literacy levels of specifically selected pupils throughout the academic year. These sessions target each year group individually. Pupils are selected carefully based on reading age data. Academy Sixth formers, Year 10 students and Year 9 students are paired up with their mentees to support and guide them in 1-1 reading. Another way of branching out across phases, we also have our KS3 cohort reading alongside our Nursery students.</p> <p><b><u>Review:</u></b> This intervention is reviewed via analysis of NGRT testing and pupil feedback.</p>	<ul style="list-style-type: none"> <li>• These sessions enrich students who are below their expected reading age to support students in developing their reading skills to put them in line with their age and peers.</li> <li>• The program provides a 'safe space' for low ability pupils to make, learn from and grow as a result of their reading mistakes.</li> <li>• It removes the pressure of teacher intervention and enables pupils to feel secure.</li> </ul>
<p><b>LEXIA INTERVENTION</b></p> <p><b>LED BY: NTV</b></p>	<p>We aim to ensure all pupils are supported in their reading and literacy ability. Those that need extra support are selected to participate in our literacy intervention sessions using Lexia PowerUp.</p>	<p><b><u>Diagnosis Method:</u></b> Below average scores for reading and spelling, risk of dyslexia after screening or a formal diagnosis of dyslexia.</p> <p><b><u>Treatment:</u></b> Designed to help pupils primarily in KS3 to improve their basic reading and comprehension skills. However, it can also support pupils in KS4 who are struggling to access the GCSE curriculum. The program helps teachers address gaps in fundamental literacy skills while helping students build the higher-order skills they need to comprehend, analyse, evaluate, and compare increasingly complex literary and informational texts.</p> <p><b><u>Review:</u></b></p>	<ul style="list-style-type: none"> <li>• Helps to engage, challenge, and motivate students to take ownership of their learning.</li> <li>• The program features game-based motivational elements, which include: auditory and visual feedback, animated rewards, age-appropriate songs and humour and video hooks.</li> <li>• To support independent learning and maximise time on the program, it can be used at home and is available on multiple devices.</li> </ul>

		Through the outcomes on the program and assessment by NTV.	
<b>STEP UP/ON</b> <b>LED BY: SDO / LHW</b>	<p>We ensure all pupils are supported in their fundamental reading and writing skills. The Step Up curriculum provides specific pupils with these skills.</p>	<p><b><u>Diagnosis Method:</u></b> Our inclusion team uses Year 6 Transition information to determine the pupils who will access this strategy.</p> <p><b><u>Treatment:</u></b> The Step Up curriculum is a booster for fundamental reading and writing skills. The approach is focused on skills-based activities and tasks which covers English and literacy. Pupils undertaking these additional lessons will be taught to read a range of texts (literature/non-fiction) in a variety of forms (letters/leaflets/diaries etc.). They also cover comparison and comprehension skills.</p> <p><b><u>Review:</u></b> Through the regular ISR meetings, and inclusion team's analysis of pupil outcomes.</p>	<ul style="list-style-type: none"> <li>• Pupils are developing core literacy skills needed to access the curriculum.</li> <li>• Establishes and expands comprehension skills that engage with the content of a variety of text types and formats.</li> <li>• Pupils will cover how to effectively use vocabulary, punctuation and grammar so that their writing is coherent and accurate.</li> <li>• Pupils will also have the opportunity to develop spoken language skills.</li> </ul>
<b>PHONOLOGICAL AWARENESS (P.A.T)</b> <b>LED BY: NTV</b>	<p>To ensure that pupils who are identified as having gaps in their phonological knowledge are given the opportunity to improve these. To develop the skills to use phonological knowledge to improve reading, writing and spelling abilities.</p>	<p><b><u>Diagnosis Method:</u></b> identified as having below average scores for phonological awareness and skill.</p> <p><b><u>Treatment:</u></b> The Programme: The Phonological Awareness Training Programme (PAT) is based on research that identifies the importance of phonological awareness in the development of reading. There are three levels with levels 1 and 2 working on sound sequences and adding prefixes to stem words. In level 3 there are 5 stages that cover sound sequences, two syllable words with suffixes, two syllable words with suffixes involving the application of spelling rules. two syllable words with prefixes and</p>	<ul style="list-style-type: none"> <li>• Learners develop phonological awareness</li> <li>• Enable learners to read and spell by making analogies</li> <li>• Provide strategies for word building/word segmentation skills</li> </ul>

		<p>the final stage is polysyllabic words using prefixes and suffixes.</p> <p><b>Review:</b> Through the outcomes on the program and assessment by NTV.</p>	
<p><b>IDL</b></p> <p><b>ONLINE LITERACY INTERVENTION</b></p> <p><b>LED BY: NTV</b></p>	<p>To fill in gaps in literacy knowledge, including phonics, grammar, punctuation, comprehension and spelling. To improve reading and spelling skills.</p>	<p><b>Diagnosis Method:</b> Learners are identified through concerns raised regarding difficulties with literacy.</p> <p><b>Treatment:</b> After initial assessment through dyslexia screening or using Wide Range Achievement test, learners are given reading and spelling tests to set a baseline then are enrolled onto the programme. Learners will do 20 minute sessions for a minimum of 3 times a week. The data entered into the programme sets the levels and lessons for the learners that are monitored by staff. Where a learner is having a particularly difficult face to face sessions are offered to work on these.</p> <p><b>Review:</b> Through the outcomes on the program and assessment by NTV.</p>	<ul style="list-style-type: none"> <li>• IDL literacy is speaking computer based multi-sensory system supporting learners with literacy difficulties</li> <li>• Although designed initially for learners with dyslexia is ideal to use as a whole school literacy intervention</li> <li>• Can be accessed at home and allows learners to work independently</li> <li>• Monitors progress</li> <li>• Is simple to use</li> <li>• Learners earn certificates for completion</li> </ul>
<p><b>LITERACY AMBASSADORS</b></p> <p><b>LED BY: ROA</b></p>	<p>Within each department across the academy, a member of staff is selected as Literacy Ambassador. They guide their department in using the fortnightly literacy bulletin focus and key literacy skills.</p>	<p>Our Literacy Ambassadors promote the use of myON within each department by creating projects, virtual bookshelves and reading lists specific to their subject. Ambassadors also support our Literacy Focus of the Fortnight; a specific punctuation or grammar focus that subjects will support and work on during lessons. Ambassadors share resources and up to date literacy strategies to support literacy within their subject.</p>	<ul style="list-style-type: none"> <li>• This initiative encourages a whole school literacy discussion across departments and ensures all members of staff are teachers of literacy.</li> <li>• Ambassador initiatives within departments enable pupils to recognise how to be successful in literacy within a specific subject.</li> <li>• A culture of nurturing literacy is established across the academy.</li> </ul>

<b>FICTION FRIDAY</b>  <b>LED BY: ROA</b>	We have the expectation that all staff celebrate and encourage reading for pleasure. Using social media we have a termly #FictionFriday initiative and a termly staff book club.	At the end of each term our social media accounts display what staff are currently reading and their recommendations to pupils and parents. A regular venture, this aims to encourage pupils to ask staff about the books they are reading and advertise the importance of reading frequently for pleasure. Staff are invited to take part in a termly book club supporting a strong culture of reading within our academy.	<ul style="list-style-type: none"> <li>• By advertising staff reading habits to parents and pupils, we are creating a culture of 'reading for pleasure'.</li> <li>• Staff model their reading habits for our pupils and encourage pupils to read independently and develop a love of reading.</li> <li>• Encourages a conversation between staff, pupils and parents about reading.</li> </ul>
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### Recommended Suggested Reading:

- David Didau, 'The Secret of Literacy: Making the implicit, explicit', 2014
- Andrew Jennings, 'Vocabulary Ninja: Mastering Vocabulary - Activities to Unlock the World of Words', 2019
- Doug Lemov, 'Reading Reconsidered: A Practical Guide to Rigorous Literacy Instruction', 2016
- Alex Quigley, 'Closing the Reading Gap', 2020 and 'Closing the Vocabulary Gap', 2018
- Kathleen Kelly & Sylvia Phillips, 'Teaching Literacy to Learners with Dyslexia', 2016

### Online Links:

- National Literacy Trust- <https://literacytrust.org.uk/>
- Grammar Monster- <http://www.grammar-monster.com/>
- British Council- <https://learnenglishkids.britishcouncil.org/grammar-practice>

### Twitter:

- Literacy chat- @literacychat
- The Literacy Pirates- @LiteracyPirates
- The Children's Literacy Charity- @childsliteracy
- The Literacy Shed- @LiteracyShed
- Mighty Writer- @MightyWriter\_UK

## Appendices:

### Literacy Roles at The Hundred of Hoo Academy:

<b>Mrs E Simone Mr S Flower</b>	Assistant Principal - Literacy Lead Vice Principal - Curriculum and Standards
<b>Ms L Howlett</b>	Director of Learning for English
<b>Miss R Arnold</b>	Literacy Coordinator
<b>Miss E LeBrunn</b>	KS3 Lead for English
<b>Mrs E Barnes</b>	KS4 Lead for English
<b>Mrs M Simone</b>	School Librarian
<b>Mrs N Vant</b>	Literacy Specialist: Level 7: Post Graduate certificate in Teaching Learners with Dyslexia and specific learning difficulties
<b>Mrs D King</b>	Literacy Specialist: Level 5; OCR Level 5 in teaching learner with specific learning difficulties

### Literacy Marking Policy:

All staff should use the following when marking pupil's work:

<b>SP</b>	Spelling mistake
<b>G</b>	Grammar mistake
<b>P</b>	Missing punctuation or punctuation mistake
<b>T</b>	Wrong tense used
<b>//</b>	Where a new paragraph should start
<b>?</b>	Meaning is unclear
<b>C</b>	Incorrect use or missing capital letter
<b>^</b>	Word or phrase missing
<b>Exp</b>	Error in expression of Standard English