



# Literacy Policy

## Plan Administration

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<b>Approved by</b>	<b>Governors</b>
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## **Vision**

Studying literacy develops children's ability to listen, speak, read and write for a wide range of purposes. It also enables them to use language to learn and communicate ideas, views and feelings across a range of different situations throughout the curriculum. It enables all children to express themselves creatively and imaginatively, as they become enthusiastic and critical readers of a range of texts. Children should develop a love of reading and writing, as well as be able to use their skills in reading to acquire knowledge.

We promote high standards of language and literacy to enable children to speak, read and write fluently and confidently to allow them to succeed as members of society.

## **Aims**

We aim to develop pupils' abilities within an integrated programme of Speaking and Listening, Reading, Writing and Spelling, Punctuation and Grammar based on the new national curriculum. Pupils will be given opportunities to interrelate the requirements of English within a broad and balanced approach to the teaching of English across the curriculum, with opportunities to consolidate and reinforce taught literacy skills. We use the National Curriculum guidance to ensure that clear progression is planned for in lessons and to assess outcomes for each child individually.

Across the Crucible Federation we strive for children to be literate pupils and our aims for our pupils are as follows:

- To enable children to develop a positive attitude to language and learning.
- To ensure that children leave our school as competent speakers, listeners, readers and writers through a broad and balanced curriculum appropriate to their needs.
- To enable children to communicate orally, fluently and confidently to a variety of audiences, using language to express their responses articulately, including opportunities for drama activities.
- To enable children to listen attentively to others, responding to them appropriately, and respecting their opinions.
- To foster in children, a love of literature in all its forms, and the understanding of a variety of texts at an appropriate level.
- To encourage children to regard themselves as readers for life, not only to read for information, but also to discover the pleasure to read for enjoyment.
- To develop confident, independent readers and writers through an appropriate focus on word, sentence and text-level knowledge;
- To encourage children to become enthusiastic and reflective readers through contact with more challenging and lengthy texts;
- To help children enjoy writing and recognise its value;
- To enable children to understand a range of text types and genres and to be able to write in a variety of styles and forms appropriate to the situation.
- To develop their powers of imagination, inventiveness and critical awareness.
- To encourage children to present legibly written work using a range of appropriate means of presentation
- To understand and apply appropriate grammatical structures in writing and to use a range of different grammatical structures accurately.
- To understand appropriate terminology for different word classes and sentence
- To encourage children to regard themselves as writers for a variety of purposes and audiences.
- To develop a wide vocabulary.

- To be able to use Standard English confidently and accurately.

Speaking, listening, reading and writing are closely inter-related and we recognise that: -

- they rarely occur in isolation
- their development goes hand in hand
- they are the most important means of communicating, thinking and learning.

In our federation, Literacy is an integral part of the curriculum and children work in a supportive environment where each person's ideas are valued, respected and developed.

## **Curriculum Coverage and Progression**

Statutory Requirements:

Across the Crucible Federation we follow the guidelines set in the new national curriculum 2014.

In the Early Years Foundation Stage, we relate the literacy aspects of the children's work to the objectives set out in the Early Years Foundation Stage Framework, which underpin the curriculum planning for children aged three to five.

In the Foundation Stage (Nursery and Reception) children are given opportunities to:

- Speak and listen and represent ideas in their activities.
- Use communication, language and literacy in every part of the curriculum.
- Become immersed in an environment rich in print and possibilities for communication including non- verbal methods of communication.
- Develop a love for books and reading through learning about features of stories and listening to a wide range of stories.

At Key Stage One (Years 1 and 2) children are given opportunities to:

- Learn to speak confidently and listen carefully to what others have to say.
- To develop a love of reading.
- To learn to read and write a range of text types with developing independency and enthusiasm.
- To use language to explore their own experiences and imaginary worlds.
- To develop and increase their vocabulary.
- To develop their awareness and knowledge of grammar.

At Key Stage 2 (Years 3-6) children are given opportunities to:

- Learn to speak confidently, expressing clear views and opinions, valuing and respecting the contributions of others.
- To develop a love of reading a wide range of literature.
- Read and write independently and enthusiastically and apply their literacy skills in all areas of the curriculum.
- To use their skills in reading to acquire knowledge in a wide range of subjects.
- To use language (including Standard English) for a variety of purposes and for pleasure.

- To develop a wide range of vocabulary.
- To use grammar accurately.

All year groups plan lessons using the National Curriculum guidance documents to ensure that the objectives are covered in each key stage. These documents also allow teachers to plan for effective differentiation and progression through the National Curriculum.

These documents are also used to assess individual children in reading and writing inc. SPaG to track their progress throughout the year.

Planning and assessments are monitored very closely by year groups leaders and by members of SLT top ensure that planning is of high quality and that assessments are moderated accurately.

### **Cross-curricular Literacy Opportunities and Provision**

We plan, wherever possible, for children to use and apply their learning in other areas of the curriculum. The skills that children develop in Literacy are linked to, and applied in the skills based curriculum. The children's skills in reading, writing, SPaG, speaking and listening enable them to communicate and express themselves in all areas of their work in school.

All areas of the provision allow for opportunities for children to develop and extend skills in speaking listening, reading and writing through carefully planned independent activities linked to the termly theme.

### **Assessment and Monitoring**

Teacher observations, summative and formative assessment using the National Curriculum guidance documentation fully informs future planning. Progress is assessed termly using Nation Curriculum guidance documents and assessment data is submitted to the senior leadership team. Assessments are moderated and pupil progress meetings are held with year group leaders and a member of the senior leadership team each term to secure judgements and identify groups of, or individual vulnerable pupils to enable swift and effective intervention narrowing any gaps or accelerating progress.

All year groups are supported with the planning of Literacy on a weekly basis during PPA time by a member of the Senior Leadership Team, as appropriate, to ensure that all planning meets the needs of pupils and is of a high quality. Planning is then scrutinised by year group leaders and members of the Senior Leadership team each week.

Literacy books from across the individual schools and also the federation are taken in by year group leaders and members of the SLT on a weekly basis to closely monitor the quality of learning, that tasks are matched appropriately to the needs of all pupils, the quality of marking and feedback and the use of the steps to success.

Children are encouraged to evaluate their own and other's work in a positive and supportive environment through self and peer assessment. This is done in a structured way, using the 'steps to

success' which act as a success criteria for every skill children are learning. Children are taught how to use the steps to success to assess their own learning and that of others.

National Curriculum guidance grids for writing are displayed at the front of every child's Literacy book to share the next steps in learning with children and families. These are also used to ensure that tasks and activities in Literacy lessons meet the needs of all pupils. The grids are used by teaching staff to assess pupil's writing and to inform assessments.

## Teaching and Learning of Writing

Within the Crucible Federation we aim to promote a love of writing, through making experiences purposeful and meaningful to the children we teach. We use National Curriculum guidance to ensure pitch and expectation is correct for the age or stage that the child is working at. We aim to ensure that children have appropriate support and challenge in all writing that they do, not just within the literacy lesson, but also across the curriculum.

When teaching writing we follow a **writing sequence model**.

<b>Immersion</b>	In this section of the writing sequence the children will be immersed in the genre, context and content of the writing that they are about to complete. It includes hooking the children into writing and making their writing purposeful and showing them an end product for their work. It ensures children have a solid starting point to base their writing on. This could include visitors to the classroom, watching a video clip, listening to music, a trip, reading a book etc. The aim by the end of the immersion section is that the children have some real life experience to base their writing on and have an understanding of a range of vocabulary that they may use within their piece of writing
<b>Analyse</b>	In this section of the writing sequence the children are given the opportunity to identify excellence within a genre and or a specific text. They will build their understanding of organisational features of the text type, the sentence structure required within the text type and further vocabulary that may support their own writing. This is completed in a variety of different ways and this could include whole class/ specific group teaching here appropriate.
<b>SPaG</b>	In this section of the writing sequence the children are taught the SPaG skills that they will be focusing on during the writing sequence. This is pitched at the level that they are working at. This should always be taught in the context of what they are writing. When teaching spelling we follow the no-nonsense spelling scheme of work.
<b>Plan</b>	In this section the children are given the opportunity to plan the piece of writing that they are about to complete. This could be in the form of a class plan, a group plan, an independent plan (that has been modelled to them) and where appropriate could take the form of oral rehearsal. Children should be signposted to where they should apply the SPaG skills that they have been taught and previous SPaG skills that they have learnt.
<b>Write</b>	In this section the children are given the opportunity to produce a piece of writing. This may include shared writing, guided writing and

	modelled writing. Children will be given appropriate resources to scaffold their learning.
<b>Edit and Review</b>	In this section the children are given the opportunity to re-read, edit, up-level, critique and review their writing. With guidance from their teacher they will be encouraged to improve their piece of writing. The write and edit and review stages of the writing sequence often join together, dependent on the genre and ability of the child. At this point children may work independently, with adult support or with a peer.
<b>Publish</b>	In this section of the writing sequence, children will publish their final piece of writing to suit the purpose of the writing. They may make a class book, a broadsheet or display it in the classroom or proud folders. This is not essential for every writing sequence journey.
<b>Independent Writing</b>	In this section of the writing sequence children are given the opportunity to independently apply the skills that they have been taught during the writing sequence. They may still plan their independent writing with support and build up some vocabulary to use with support. This provides children with opportunity to develop writing stamina and ensures that they can transfer and apply taught writing skills. This is not essential for every writing sequence journey.

### **Promoting Writing in the Crucible Federation**

- The literacy working walls in classrooms should mirror the writing sequence and provide children with information that is current and relevant to what they are learning about.
- Children should be given the opportunity to apply writing skills that they have learnt across the curriculum.
- Evidence of writing across the curriculum should be seen in proud folders
- Literacy homework is given weekly to the children. Homework also includes spellings.

### **Assessment of Writing**

Assessment is an important strand of the teaching and learning of writing across the Crucible Federation. It is used to inform teacher's next steps and takes many forms in our classrooms. Teachers assess independent pieces of writing, the evidence of writing skills that are built up across a writing sequence and in SPaG test papers. We moderate these assessments across the federation, as well as across the locality in Y2 and Y6.

### **Teaching and Learning of Handwriting**

Within the Crucible Federation we aim to promote and develop a sense of pride in the presentation of all children's learning. We have high standards and expectations of presentation which are shared with each and every child. We use a Handwriting scheme which is based on the Nelson style of handwriting, which has been implemented in school with the support of handwriting consultant, Martin Harvey.

## **Expectations**

- During a handwriting session, or when practising handwriting, children should have a sharp pencil (or pen if they hold a pen license). Children who require a pencil grip or other adapted equipment should have this provided for them.
- Rubbers are not used when practising handwriting.
- Children should be taught how to form letters on lined paper.
- Different spaced lined paper will be used for different children, depending on the size of their handwriting and their stage of development in fine motor skills.
- All children should be encouraged to sit up straight at a table where they have enough space. They should be sitting in a 'BBC' position (with their **bottom back** in the **chair**).
- Children should use one hand to hold their paper still and keep the paper as straight as possible.
- Children should have handwriting modelled for them before beginning their own attempts and be sitting in a position where they can easily see the modelling that is taking place.
- Children should be shown how to grip the pencil or pen correctly to ensure that they have full control of their letter formation.

When practising handwriting, the environment should be calm and quiet to allow children to concentrate and complete their letter formation to the best of their ability

## **Letter and Join Formation**

- In Foundation Stage and Year 1, children are taught to form letter using a print style to focus on forming individual letters correctly before they are ready to join them. The letters will have flicks or joins on them to prepare children to develop a joined style later on. Capital and lower case letters will be taught and practised.
- During Year 2, children will begin to join their letters using the Nelson style. This joined style is also taught and practised throughout Key Stage 2.

## **Teaching Handwriting in the Crucible Federation**

- Handwriting is taught 3 times each week from Year 1 to Year 6
- Each session is approximately 15 minutes long
- Each session should include:
  - A reminder of the rules for handwriting
  - A warm up (where lines and shapes are formed on the page)
  - Modelled letter formation from the teacher of individual letters and letter joins
  - Discussion of letter formation e.g. 'What shape does this letter make?' and letter families
  - Opportunity for children to practise
  - Feedback to individual children about their handwriting
  - Opportunity for children to apply their skills e.g. writing their name, a sentence.

## **Promoting Handwriting in the Crucible Federation**

- Children are given the opportunities to present their work neatly and to complete pieces of learning for display.
- Learning that is displayed on corridors in school follows the school handwriting policy
- Handwriting displays in school will show progression of handwriting across different year groups.
- Once a child is consistently using a joined Nelson style in all pieces of their learning, their class teacher may choose to give out a pen license, which means that they will be given a nexus black handwriting pen to use in their learning.
- Examples of handwriting will be shown to the head teacher, who will provide the child with their pen license and pen.
- Examples of excellent standards of handwriting will be shared in celebration assemblies and are chosen by the teaching staff.

## **Handwriting at Home**

- Parental support with the development of children's handwriting is key and children will be encouraged to take pride with their presentation in any home learning activities provided.
- Lined paper and a pencil will be provided for children and parents who wish to practise handwriting at home.
- Teachers will provide parents with further information and examples of handwriting as and when required.
- Handwriting practise that has been done at home will be celebrated in class and sometimes displayed in the classroom.
- Achievements in handwriting will shared with parents and families at parents' evenings.

## **Teaching and Learning of Reading**

At The Crucible Federation we share a real passion for reading and a love of books. We know that the development of reading skills, along with speaking and listening skills, is absolutely crucial to the progress that children make across the curriculum and we are determined to enable our children to become confident, enthusiastic and effective readers. We have high expectations for our children and encourage them to approach books actively and with passion, expecting books to make sense and developing a range of strategies to help them not only decode, but also understand and enjoy what they are reading. We believe that reading is crucial to our children accessing the curriculum and that it is a vital life skill. We know that confident readers can access a wide range of life experiences and enjoy a breadth of genres. Reading allows individuals to acquire knowledge, find out what's going on, achieve and enjoy themselves! We hope to ensure our students competent in the skill of reading and understanding what they have read and that they are empowered to love and appreciate reading for life.

We aim to:

- Encourage all children to develop a love of reading.
- Foster an interest in words and their meanings and to gain an appreciation and love of books from a variety of genres and authors.

- Enable children to find books interesting, to read with enjoyment and to evaluate and justify their preferences.
- Enable our children to read confidently, fluently, accurately and with understanding.
- Employ a full range of reading cues- phonic, graphic, syntactic, and contextual- to allow the children monitor, correct and make sense of their own reading.
- Support children to develop and extend their vocabulary through which children may discuss the understanding of their reading.
- Ensure that children who are new to English have access to a structured programme of support the enable them to develop their skills in reading.
- Develop and create a wide range of reading opportunities across the curriculum, to make reading exciting, meaningful and relevant.
- Support children to be able to select and use books confidently and accurately in order to find out about the world and develop deeper understanding.
- Teach children to select texts that they will enjoy by using their prior knowledge about authors and genres.
- Support parents and families to help children with their reading at home.

### Teaching and Learning of Reading

To enable this to happen we use a range of teaching strategies and through our everyday practice we create an ethos that positively promotes reading.

<b>Family Reading</b>	Across the federation, family reading is encouraged. On a weekly basis we hold 3 family reading mornings. These are hosted in our classrooms with class teachers and in our school hall where the reading session is also staffed. During our reading mornings our families are welcome to read a wide range of texts with their children including books in home languages. Our children and their families register that they are reading together and then they receive a free book after 6 family reads.
<b>Our School Libraries</b>	At the heart of each school is our library: a vibrant space filled with a variety of texts for all ages. It includes both fiction and non-fiction texts and a range of bilingual books. During family reading mornings children and adults are welcome to borrow any of these texts. Additionally, both practitioners and children use the library for researching topics and many children choose to borrow fiction texts to read for pleasure. At lunch and break times, Y6 library monitors take care of the library.
<b>Home Reading</b>	Children across the federation are encouraged to read and talk about texts at home. Texts not only include banded reading books but a whole host of other reading material. We also actively encourage our children to read and discuss texts in home languages. Many of our parents choose to complete a home school contact book so that there is a dialogue about reading between home and school.
<b>Reading Volunteers</b>	From our community we have a number of adults in school who volunteer to read with our pupil's. These include governors, parents and ex-students.

## In our Classrooms

In our classrooms we use a range of teaching strategies to develop reading skills, some of these are used consistently across the federation and others depend on our classes and the age and stage of our children.

## Phonics and Decoding

*The independent review of early reading conducted by Jim Rose confirmed that 'high quality phonic work' should be the prime means for teaching children how to read and spell words. The review also highlighted the importance of developing from the earliest stages children's speaking and listening skills, ensuring that beginner readers are ready to get off to a good start in phonics work by the age of 5. Such work should be set within a broad and rich language curriculum.* Letters and Sounds.

Across the federation we follow the Letters and Sounds programme for the teaching and learning of phonics. Children receive daily phonics sessions in Early Years and KS1. Those children who require phonics in KS2 also receive Phonics sessions, at least 4 times a week, usually taken by the classroom teaching assistant, but monitored by the class teacher and year group leader. During phonics, children learn how to '*blend to read, segment to write*' - a vital strategy in learning to read. In KS2 where children have progressed beyond phonics, children will be taught spelling strategies at an age appropriate level. Our spelling scheme is called no nonsense spelling and this enables children to spell correctly, but also understand the root form of the word and support them with inferring the meaning of new vocabulary. In KS2 children are grouped according to their phonic/spelling stage to ensure the most accurate and purposeful teaching for the child.

Letters and Sounds splits learning into 6 phonic phases:

**Phase 1** develops children's ability to hear and distinguish sounds around them. It focuses on oral blending and segmenting and rhyming.

**Phase 2** introduces letter sounds for reading and writing with a set of letters being taught weekly. It begins to look at blending for reading and segmenting for writing. A selection of 'tricky words' are taught during Phase 2.

**Phase 3** introduces the rest of the individual letter sounds and diagraphs. Children will continue blending and segmenting and further tricky words are taught. Children will also learn the letters of the alphabet during this phase.

**Phase 4** helps build on the previous understanding of blending and segmenting and children gain experience of using words that have adjacent consonants such as trap, milk. No new sounds are taught.

**Phase 5** introduces alternative graphemes for phonemes e.g. children will know /ai/ as in rain from phase 3 but they will learn that /ay/ as in day and /a\_e/ as in make also make the /ai/ sound. They will also learn alternative pronunciations for graphemes e.g. ea – tea, head, break.

**Phase 6** allows children to become fluent readers and accurate spellers. The no nonsense spelling scheme follows on from this smoothly.

Across the federation in Year 1 the children are tested used the national phonics screening test. Those children who do not meet the required standard retake this test in Year 2. In Key Stage 2, everyday Literacy teaching includes elements of spelling, punctuation and Grammar (SPaG) for all children. A bespoke programme appropriate to the needs of the learners is delivered and class teachers then ensure the application of this learning in all areas of the curriculum.

## **Holistic Reading**

In the Crucible Federation we recognise that phonics does not help all children in learning to read. Therefore, we also deliver a reading programme called Holistic Reading. This reading intervention works on developing a bank of vocabulary that children can read on sight. It allows the children to become fluent readers with a wider range of texts built on sight reading strategies and games. We also ensure that our children that are new to English access this reading programme as an intervention to accelerate reading progress as rapidly as possible. Children are specifically targeted to access this programme in FS and Year 1 to ensure their reading fluency level is increased going into Y2. Children from Y2 and across KS2 access holistic reading as an intervention.

## **Guided Reading**

It is an entitlement that all children across the Crucible Federation receive an adult led Guided Reading session in their class twice per week or a daily Book Study session.

During Guided Reading classroom practitioners focus on targeted groups of children to extend their reading skills through carefully planned reading tasks that are linked to their age and stage. Children then complete follow up activities based on their focussed sessions and independent learning tasks which consolidates previous learning. Children will also be given the opportunity to develop their comprehension skills through comprehension activities, inference and deduction skill based activities as well as predicting and summarizing.

During Book Study sessions classroom practitioners read a text to their pupils. This is usually pitched at a higher level than the individuals in the class currently read at. This is to promote more exciting, challenging texts to pupils and to develop their skills of inference and deduction. As a class the children explore a comprehension task/type of question and then in a follow up activity revisit the task either independently or with adult support.

## **Reading Environments**

Each school has a school library stocked with a range of fiction and non-fiction texts. Children are encouraged to borrow books from the school library to support their learning as well as choosing books for enjoyment. The libraries are well organised, attractive environments with comfortable seating.

Every classroom has a reading area with a reading display. Children are encouraged to access the reading areas independently and have regular opportunities to change their reading books. Each classroom has a range of book banded books and children know which book band is suitable for them. Parents are also invited into classrooms in mornings to help children to change their home reading books.

## **Texts**

The range of books we use to teach reading ensures that our children read a range of quality texts that cover a variety of genres as their reading skills develop. As children become more confident readers, they are encouraged to choose their own books, which suit both their interests and reading needs. Our aim is for children to develop an ownership over the books they choose and to be confident in talking about reasons for their choices. In addition to the books in school, each class from Y1 onwards visits the local library every half term; this enables our children to choose independently

from an even wider range of books, as well as have experienced staff read to them and teach them how to use a library.

We also used the Library Service – this ensures that our classrooms always have a good selection of topic books to support our children’s learning across the curriculum.

### **Class Stories and Reading for Pleasure**

Class stories are also used to engage children in reading within our classrooms – and where possible these are linked to our curriculum themes. Shorter stories are used in both Key Stage 1 and Foundation Stage to hook in our younger readers. In school we have books to suit all readers including an extensive range of high interest low level texts. These allow all our children to access reading material at a level which is suitable to them

### **Assessment of Reading**

Assessment is an important strand of the teaching and learning of reading within the Crucible federation. It is used to inform the children’s next steps and takes many forms in our classrooms. Ongoing observations/ assessments are made by our practitioners during Guided Reading/ Book Study sessions as specific objectives are taught and reviewed. Additionally we use benchmarking and written reading tests to further inform our ongoing teacher assessments.

### **Early Years**

Within the Crucible Federation, we teach Literacy skills in the EYFS in a similar format to KS1. We relate the English aspects of the children’s learning to the objectives laid out in the Early Years Foundation Stage Framework. Through the continuous provision, we give all children the opportunity to talk and communicate in a wide range of situations, to respond to each other and adults, to listen carefully and to practice and extend their vocabulary and communication skills. Our children have to opportunities to explore words and texts, to enjoy them, to learn about them, and to use them in a wide range of situations both in indoor and outdoor learning experiences.

### **Inclusion**

We aim to provide for all children so they achieve as highly as they can in English according to their individual abilities. We will identify early which pupils or groups of pupils are under-achieving and take steps to improve their attainment. Our most vulnerable learners and those newest to English will have the opportunity to access small group provision in Literacy time. Within this they will access a variety of learning based around developing everyday language and story knowledge. Teachers will provide high quality learning opportunities matched to the needs of children with learning difficulties, taking into account the targets set for individual children in their Individual Education Plans (IEPs). For the more able children a mastery style curriculum is planned for, which is differentiated according to their needs. Where appropriate, children may access interventions run by trained support assistants to accelerate progress and narrow gaps in particular areas of speech, language, communication, reading and writing. Examples of these interventions include: VIP, NIP, Leap, FFT and reading comprehension interventions.

### **Equal Opportunities**

The ethos of the school promotes a commitment to a broad and balanced curriculum for all. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

### **Home, School and Community Links**

Literacy developments and achievements are shared and a positive relationship is fostered with home, school and the wider community for example; through progress meetings, parent workshops, book and story sack loans.

### **Resources**

There are a range of resources to support the teaching of English across school. All classrooms have dictionaries, thesaurus's, themed books that are changed termly, levelled books for children to choose for home reading as well as a range of familiar reads, magazines and comics to independently choose from during guided reading session activities.

Each classroom has speaking and listening resources, such as talking tins, microphones, listening stations and flip cameras within provision for children to listen to and create their own range of audio resources.

All classrooms have a range of fiction and nonfiction texts.

All classrooms have a set of i-pads that are used regularly.

The library contains a wide range of up to date, stimulating resources for children access in small groups to support learning. All classes have access the library and have opportunities to borrow books to support home learning.

### **Health and Safety**

Age appropriate class and safety rules are displayed in the learning environment. Any equipment or resources are maintained to meet agreed safety standards.

### **Roles and Responsibilities**

The Subject Leaders should be responsible for improving the standards of teaching and learning in Literacy through:

Monitoring and evaluating Literacy:-

- pupil progress
- provision of Literacy (including Intervention and Support programmes)
- the quality of the learning environment;

Taking the lead in policy development

Auditing and supporting colleagues in their CPD

Purchasing and organising resources

Keeping up to date with recent Literacy developments

**Review**

This policy will be reviewed annually.

Date written: January 2018

Date to be reviewed: January 2019