

Literacy Policy

Our school is committed to raising standards of literacy in all its pupils, through a coordinated approach.

Every teacher has a role to play in this process.

'Pupils should be taught in all subjects to express themselves correctly and appropriately and to read accurately and with understanding.'

(QCA: Use of Language across the Curriculum)

1. Philosophy

1.1 It is our belief that all teachers are teachers of literacy. We are committed to developing the literacy skills of all our students, in the belief that it will support their learning and raise standards across the curriculum.

1.2 We believe that:

- Enhancing students' language enhances their subject learning
- All subjects can make a specific **contribution** to developing students' language through the teaching of subject-specific vocabulary and patterns of language
- All teaching contributes to students' development of language since speaking, listening, reading and writing are, to varying degrees, integral to all lessons.

1.3 Literacy across the Curriculum is important because:

- Students need vocabulary, expression and organisational control to cope with the cognitive demands of subjects
- Reading helps us to learn from sources beyond our immediate experience
- Writing helps us to sustain and order thought
- Language helps us to reflect, revise and evaluate the things we do, and on the things others have said, written or done
- Responding to higher order questions encourages the development of thinking skills and enquiry
- Improving literacy and learning can have an impact on students' self-esteem and on motivation and behaviour. It allows students to learn independently. It is empowering.

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2. Developing literacy skills – key concepts

2.1 Speaking and Listening

We will teach students to use language precisely and coherently. They should be able to listen to others, and to respond and build on their ideas and views constructively.

We will develop strategies to teach students how to participate orally in groups and in the whole class, including: using talk to develop and clarify ideas; identifying the main points to arise from a discussion; listening for a specific purpose; discussion and evaluation.

2.2 Reading

We aim to give students a level of literacy that will enable them to cope with the increasing demands of subjects in terms of specific skills, knowledge and understanding. This applies particularly in the area of reading (including all aspects of media), as texts become more demanding.

We will build on and share existing good practice. We will teach students strategies to help them to: read with greater understanding; locate and use information; follow a process or argument; summarise; synthesise and adapt what they learn from their reading.

2.3 Writing

It is important that we provide for coordination across subjects to recognise and reinforce students' language skills, through:

- making connections between students' reading and writing (use the teaching sequence for writing), so that students have clear models for their writing
- using the modelling process to make explicit to students *how* to write
- being clear about audience and purpose
- providing opportunities for a range of writing including sustained writing.

2.4 Spelling and Vocabulary

We aim to have a consistent approach to the teaching and marking of spelling and subject-specific vocabulary. It is important that teachers across the curriculum teach the vocabulary specific to their subject effectively. Students should be given strategies to learn subject-specific vocabulary and understand the meanings and usage of the main words for each subject.

We will build on and share good practice across the curriculum. We aim to have displays of all key vocabulary in classrooms and for 'learning words' to be visible throughout the school.

3. Roles and responsibilities

3.1 Language is the prime medium through which students learn and express themselves across the curriculum and all teachers have a role and a stake in effective literacy development.

3.2 Roles and responsibilities:

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- The **Assistant Head (Training and Development)** leads the whole-school strategy and gives a high profile to literacy development. This includes the key responsibility for monitoring progress in literacy across the school and assessing standards of students' literacy.
- The **Assistant Head (Student Support)** plays a further key role, with a specific focus on addressing the needs of those students with the greatest learning difficulties.
- The **English Department** play a lead role in assisting students with the knowledge, skills and understanding they need to read, write, speak and listen effectively and play a key role in identifying cross-curricular literacy priorities, targets and objectives.
- The **Learning Support Department** provides targeted intervention for students working below National Curriculum Level 3 and specific support for statemented students.
- The **Learning Resource Centre Assistants** promote reading across the school and encourage the development of vital research and study skills.
- **One-to-one Tutors** provide targeted intervention for students eligible for Pupil Premium funding.
- **Teachers** (across the curriculum) contribute to students' development of language by making explicit reference to speaking, listening, writing and reading skills during lessons.
- **Parents:** encourage their children to use the range of strategies they have learnt to improve their levels of literacy.
- **Students:** take increasing responsibility for recognising their own literacy needs and making improvements.
- **Governors:** an identified governor reports literacy progress and issues to the Governing Body.

4. Monitoring and evaluation

The implementation of this policy will be monitored and evaluated through the school's 'monitoring learning' processes (as outlined in the Monitoring Learning Policy).

Reports will be made to the Governors' Curriculum Committee (on at least an annual basis).

(See also, the School's Literacy Action Plan)

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