



Policy for

LITERACY

Responsibility

All Staff

Aims

1. Promote and create a culture of a love of reading and an ethos of 'reading for pleasure'.
2. To recognise that all teachers are facilitators of literacy through their subject.
3. To raise literacy attainment at every level of ability in all subject areas to ensure that we maximise the potential of every student and promote independent learning.
4. To ensure that all students have the opportunity to become effective readers, writers and communicators.

Objectives

1. To recognise the potential of all students.
2. To assess the literacy attainment of all pupils more effectively.
3. To track pupil progress at all key stages and abilities.
4. To involve all staff in the assessment and facilitation of literacy.
5. To devise whole school strategies and systems for literacy development.

Guidelines

The Literacy Co-ordinator in conjunction with the Senior Management team will lead and support literacy development by:

1. Regular, termly, audits of current practice and procedures.
2. Collation and dissemination of information and data pertaining to literacy.
3. Planning, organising and leading staff training.

Implementation

Each subject will seek to promote students' appreciation of the links between speaking and listening, reading and writing and the value of each in their own subject areas. The whole school curriculum will ensure that the literacy needs of all students are addressed in the following ways:

1. All departments will identify where they will plan, teach and mark to the key objectives in speaking and listening (where appropriate) and in reading and writing.

In all subjects, teachers will aim to improve the literacy skills of pupils by:

(In reading)

1. Identifying the most common types of reading 'behaviours' required by their subject.
2. Presenting reading tasks at a suitable level- differentiating wherever possible.
3. Drawing pupils' attention to structure, layout, form, print and other signposts.
4. Taking new pupils through any book they use regularly (e.g. text books) and showing them how to find their way around it.
5. Showing pupils how to work on a text when they are expected to read alone (e.g. how to skim or scan, how to take notes, how to identify key points).
6. Promoting reading (for pleasure and information) to pupils.

(In writing)

1. Offering students models for writing in a range of forms.
2. Providing appropriate activities for all levels and abilities.
3. Defining for pupils the appropriate style for pieces of writing.
4. Demonstrating for pupils the way to organise and express pieces of writing.
5. Providing annotated examples of writing in the subject, so that pupils understand what is required

6. Displaying useful phrases to help pupils link and develop ideas in writing.
7. Helping students to draft writing through the subject context.
8. Helping students with handwriting, spelling and presentational aspects of their writing.
9. Teaching students to spell identified subject vocabulary.
10. Providing constructive feedback on written work.

(In speaking and listening)

1. Appreciating talk as a valuable area of learning.
2. Appreciate the differences between standard English and non-standard dialect forms.
3. Develop ideas through pair & group work, drama and role play.
4. Providing feedback on progress.

Each department will implement the school's Spelling Policy and Marking policy

1. To teach learning strategies which help pupils to learn subject spelling lists.
2. To prioritise the marking of high frequency and key subject words, highlighting rules where the error would relate to other words.
3. To use key words, glossaries, word banks and other strategies to provide support for subject-specific vocabulary.
4. To encourage a range of methods for learning spellings.

In all subject areas, the organisation of lessons will aim to improve the literacy skills of pupils by:

1. Providing a range of materials to support the subject topic.
2. Providing texts at appropriate readability levels for all pupils (the layout, size and clarity of print, length of sentences and vocabulary appropriate to pupils).
3. Providing materials which are up to date and attractive.
4. Designing activities that focus on identified subject vocabulary.
5. Worksheets are clear, in presentation and language, and tasks are appropriately/helpfully worded.

In order to ensure the whole school curriculum provides for the literacy needs of all students in these ways, each subject area will be expected to:

1. Have in Subject Development plans, statements addressing literacy provision within the subject in line with the policy.
2. Ensure that all schemes of work refer to the literacy development and training activities.
3. Provide a range of practical strategies to encourage the development of literacy e.g. wall displays, subject specific spelling lists, clear labelling, and provision of dictionaries, good quality worksheets and board work.

In addition, the wider school curriculum will also be expected to promote literacy through the following ways:

1. Continuation of Reading Period.
2. Debate Club.
3. Use of form-time for reading and encouraging pupils to participate in the 'Book Club'.
4. Termly provision and funding of a range of Library events, including visiting speakers and writers at Key Stages 3, 4 and 5.

Evaluation

All staff have a responsibility to reflect on their own practice in promoting, teaching and through their marking of literacy. Those in management positions have a further responsibility to ensure the policy is properly implemented in their specific areas. It is preferable for each department to nominate one person for the specific responsibility for Literacy development.

The effectiveness and implementation of this policy will be reviewed by the Literacy Coordinator by termly meetings with subject leaders and in conjunction with the SLT in meetings and throughout the academic year.

