

Literacy Policy

Our understanding of literacy incorporates speaking, listening, reading and writing. These elements of language are interdependent and integral to all learning. Literacy skills are for all students not just the less able.

Literate pupils should in any subject area be able to:

- ✓ Read and write with confidence, fluency and understanding.
- ✓ Be able to orchestrate a full range of reading cues (phonic, graphic, syntactic, contextual) to monitor their reading and correct their own mistakes.
- ✓ Understand the sound and spelling system and use this to read and spell accurately.
- ✓ Have fluent and legible handwriting.
- ✓ Have an interest in words and their meanings and a growing vocabulary.
- ✓ Know, understand and be able to write in a variety of styles.
- ✓ Plan, draft, revise and edit their own writing.
- ✓ Have an understanding of key subject vocabulary through which to understand and discuss their reading and writing.

Practice

Literacy is promoted across all areas of the curriculum by:

Providing a range of language experiences in speaking, listening, reading and writing for all pupils.

Valuing all pupils' efforts to read, write and speak. This is demonstrated by pupil's work being displayed in classrooms, a positive agreed approach to assessment and marking, and self assessment in pupil's progress.

Good teaching practice being shared within each department and across departments.

Key words being displayed in classrooms. Effective and shared use of existing resources and well informed selection of new resources.

ICT is used across the curriculum to support and develop literacy by:

The use of electronic media, e.g. fiction, non-fiction, drama texts, magazines, encyclopaedias, newspapers, reference books, dictionaries/thesaurus, internet.

The availability of the IT resources to all pupils.

Procedures for monitoring and evaluating pupils' achievements by teachers are as follows:

Marking of pupils' books on a regular basis

Peer and self evaluations

Half termly update of APP tracker on shared area

Termly teacher assessment

KS2 and CAT scores used as measure of prior attainment, against which progress is assessed

End of year exams

The arrangements for ensuring that all pupils make appropriate progress in literacy are as follows:

The use of reliable data for baselining and comparative assessment.

IEPs (Individual Education Plan) reviewed annually by SENCO.

Internal assessment of pupils' work within the key stages and across the curriculum.

The issue of literacy standards being achieved in the school is addressed by:

The appointment of a literacy team to assess literacy across the curriculum, focussing heavily on boys literacy.

Support given to children with literacy difficulties.

A designated literacy period each week for particular pupils.

Homework is used to support literacy development as follows:

All homework set will be in the forms of reading, writing, speaking and listening.

All homework set will have a context and purpose.

Pupils will receive construction feedback from homework activities.

The library is used to promote literacy by:

Providing a wide range of stimulating fiction, non-fiction and multi-media.

Providing an atmosphere conducive to reading and research.

Providing a rich visual and literate environment for pupils.

The Role of the English Department

The English Department ensures that students follow an integrated programme of speaking, listening, reading and writing.

Each lesson at KS3 begins with a starter which focuses on either word level or sentence level. This is followed by an introduction to the main lesson. All writing techniques are modelled to the pupils before they are asked to produce their own work. At the end of the lesson there is a plenary which summarises what has been learnt.

Key objectives of the National Literacy Strategy are embedded into the Schemes of Work. These objectives comprise of spelling, vocabulary, grammar, punctuation,

comprehension and composition for years 7-11. Focus in Year 10 and 11 is on literacy skills needed at GCSE.

The English Department regularly evaluate schemes of work and providing students with new novels, topics and plays so that all SOW are accessible to all students.

The Role of the Special Needs Department

Any pupil with a low NFER/CAT score is identified for an intervention programme. Individual programmes of reading, spelling, comprehension and handwriting are developed according to the pupil's needs. This programme is delivered through the withdrawal of individual pupils to monitor their reading skills and participate in Success Maker. Class support is also offered to pupils with statements, or those with special learning or behavioural difficulties.

Reading and spelling ages are monitored regularly by SENCO and passed to the relevant subject teacher.

The Role of Other Subject Areas

All other subject areas have a key role in enabling students to practise, improve and consolidate the literacy skills specifically taught in English and Literacy lessons during the teaching of their own subjects.

At the beginning of a topic it is important to make pupils aware of the meaning, use and spelling of specialised vocabulary. Displaying the vocabulary and/or listing it in pupils' books is desirable.

When assessing work it is helpful to draw pupils' attention to any errors of accuracy. Over marking of work should be avoided. Pupils must be encouraged to write corrected spellings in their planners.

Subject teachers can help to improve pupils' confidence and reading skills by ensuring that reading material presented to pupils is at an appropriate level of difficulty.

Strategies for subject teachers to use to improve literacy:

- ✓ Use DARTS (Directed Activities Related to Texts) to make texts accessible
- ✓ Model examples of work you wish students to produce
- ✓ Use a writing frame if appropriate
- ✓ Give pupils opportunities for extended writing
- ✓ Expect pupils to proof read their work
- ✓ Provide a dictionary/thesaurus for their use