



WHOLE SCHOOL LITERACY POLICY

Aims and Objectives

The aim of this policy is to:

ensure the continual improvement of literacy standards for all learners. In developing literacy levels, we aim to increase access to and success within the curriculum; to prepare learners to operate successfully in the world beyond school; and to foster a life-long love of language.

At the heart of our policy and practice lies our acknowledgement that, whilst the basic skills of reading and writing might be explicitly delivered in the English curriculum, all teachers share responsibility for the consolidation of these skills and for their subject specific application.

Definition of Literacy

Literacy is a key life skill that imbues pupils with positive social, educational and economic outcomes.

'In broad terms, literacy is the ability to make and communicate meaning from and by the use of a variety of socially contextual symbols. Within various levels of developmental ability, a literate person can derive and convey meaning, and use their knowledge to achieve a desired purpose or goal that requires the use of language skills, be they spoken or written. A literate person can mediate their world by deliberately and flexibly orchestrating meaning from one linguistic knowledge base and apply or connect it to another knowledge base. For example, knowing that letters symbolize sounds, and that those sounds form words to which the reader can attach meaning, is an example of the cognitive orchestration of knowledge, a literate person conducts.' http://www.bridgew.edu/library/cags_projects/ldubin/Definition%20of%20Literacy.htm

Key Principles in Literacy

It is important that the whole staff share an understanding of what is meant by 'literacy'. This transfers into the four transferrable skill areas of: reading, writing, speaking and listening.

In **speaking and listening** subjects from across the curriculum offer opportunities for pupils to:

- use talk for a range of purposes and audiences;
- plan, discuss and evaluate their speaking and listening;
- explore ideas through drama and role-play;
- use talk to explore and evaluate other activities;
- use talk to express feelings and opinions;
- ask and answer questions in group discussion;
- solve problems collaboratively.

In **reading**, subjects from across the curriculum offer opportunities for pupils to:

- use reading to research the subject area;
- use the LRC and ICT facilities to support subject learning and the acquisition of multi-modal literacy
- be supported in independent reading within a range of subjects.

All staff aim to:

- facilitate reading development through their subject;
- present reading tasks at a suitable level;
- draw pupils' attention to structure, layout, format, print and other sign-posts;
- help pupils to skim, scan or read intensively according to the task;
- teach pupils to select or note only what is relevant;
- support pupils who are at the early stages of reading;
- teach pupils to read identified subject vocabulary.
- Adopted by Governors 10/2009

Pupils will be provided with:

- a range of materials to support the subject topic;
- texts at appropriate readability levels which cater for the range of pupils' reading needs;
- materials which are up-to-date and attractive;
- resources/ reference materials which enable all pupils to be independent.

In **writing**, subjects from across the curriculum offer opportunities for pupils to:

- write for a range of audiences (including real ones);
- write in a variety of forms for different purposes;
- plan, draft and discuss writing;
- use writing to organise thoughts and aid learning and write according to the level they are at;
- use ICT to create and present texts appropriately.

All staff aim to:

- offer pupils models for writing in a range of forms – this may include scaffolding first attempts or collaborative planning;
- help pupils to draft writing through the subject context;
- provide appropriate activities for all levels of ability;
- draw attention to the purpose and audience of the specific task;
- help pupils, as necessary, with handwriting, spelling and presentational aspects of their writing;
- support self-esteem by displaying work, at all levels, which represents pupils' best efforts;
- teach pupils to spell identified subject vocabulary;
- **provide periodic literacy focused successes and next steps when marking work, making use of the literacy marking stamp to support this;**
- **provide pupils with the opportunity to identify their own personal literacy targets;**
- use the specific pages of the pupil planner as an on-going learning and reference tool.

Spelling: All teachers share responsibility for the development of accurate spelling. Due attention is given to any learning difficulty that may affect spelling and corrections made to pupils' spelling are:

Constructive – offering strategies for learning such as cover-write-check

Positive – acknowledging improvement and sensitive to individual difficulties

Proportionate – usually limited to 3 high frequency or key words in one piece of writing

Literacy Initiatives:

- **The cross-curricular Literacy Working Party**, including representatives from all curriculum areas, meets each term to share practice, seek advice and set a cross-curricular 'Literacy Focus of the Term'
- Each term, every curriculum area is responsible for setting Key Stage 3 students a literacy based homework to integrate literacy skills into everyday classroom practice
- RAG rated target stickers (for every term) are included in planners for Key stage 3 students to embed literacy skills in a cross-curricular capacity
- All curriculum areas are invited to submit students' work to represent their subjects in *The Voice* magazine to celebrate the work of students and to promote literacy across the curriculum
- Pupil monitors support the whole school Literacy Coordinator and the representatives in keeping classroom literacy displays up to date and promoting the focus of the term. This will also ensure that whole school cross-curricular literacy events are celebrated and raise the profile of Literacy in all curriculum areas

Literacy Leaders

A team of sixteen pupils from each year group will be selected to form a pupil-led initiative to raise awareness of the importance of good literacy skills in the class room. The team of pupils, selected by both their English teachers and their Form Tutors, meet termly to devise a range of resources and activities that pupils can then use in lessons for any subject. The pupils have the opportunity to work towards a nationally accredited Literacy Leader Award at three different levels: Bronze, Silver and Gold.

Literacy Intervention

Literacy Challenge is provided for pupils who fail to acquire basic literacy skills at an age-appropriate rate. Students entering key stage 3 with Level 3 or below in English are offered weekly sessions during registration time, delivered by a Learning Support Assistant under the supervision of the whole-school Literacy Coordinator. This provision is made throughout key stage 3. Many such students are also supported via an Individual Education Plan and additional strategies such as in-class support or specific tuition. Care is taken to ensure that any identifiable hurdles in the acquisition of literacy skills, for example specific learning difficulties, are identified and addressed. All students for whom literacy is insecure are monitored closely through our Additional Needs Policy and by the whole-school Literacy Coordinator.

Promoting awareness and enjoyment for all pupils is a further aim of our Literacy policy. To this end, all subject areas are encouraged to contribute to in-house and national events such as National Literacy Day, National Poetry Day, Book Week, National Storytelling Week, World Book Day and other celebrations of the spoken and written word. Opportunities are provided for enrichment of reading and writing, including Readathon, *The Voice* magazine, Booked In, and Sandbach Page Turners.

The role of the English department is to ensure that the explicit teaching of literacy and oracy skills, including those of reading, writing, speaking and listening, are securely embedded in Key Stage 3 and 4 SoW. These skills are consolidated at whole class and individual pupil level as appropriate, as part of our commitment to Quality First Teaching and in accordance with the requirements in line with the National agenda.