

## Literacy Policy

### Rationale

Literacy underpins the curriculum by developing students' abilities to speak, listen, read and write for a wide range of purposes, using language to learn and communicate, to think, explore and organise. Helping students to express themselves clearly, orally and in writing, enhances and enriches teaching and learning in all subjects and therefore raises achievement. All departments and all teachers have a crucial role to play in supporting students' literacy development.

### Aims

The aims of this document are to:

- support students' learning in all subjects by helping teachers to be clear about the ways in which their work with students contributes to the development of students' communication skills
- develop a shared understanding between all staff of the role of language in students' learning and how work in different subjects can contribute to and benefit from the development of students' ability to communicate effectively
- raise students' own expectations of achievement, thus raising standards;
- develop students' confidence and self-expression
- promote knowledge and understanding of students' standards of achievement and assessment in speaking and listening, writing and reading, and the identification of any areas of strength and weakness.

### Specific aims for 2017 - 18

- implementation of the literacy policy needs a consistent approach from all staff
- improve oral literacy - teachers are expected to model this, to challenge poor oracy, and to provide students with the language necessary for a high-level response.
- use of extended writing to be planned for at every opportunity; especially maths, science and humanities
- use specific strategies to improve the quality of extended writing, for example: model the process of writing before students begin to write: the thinking, the planning, the drafting and the editing.
- use of full sentences, by all students, across the curriculum; verbally and in all written work
- support and encourage students across the whole academy to read in and out of school, and the development of strategies to ensure that students develop comprehension skills within in each subject area. The Read to Succeed campaign will support every student to have a book in school with them at all times and be given opportunities to read in school, with staff. Free libraries and bookshelves to be made available to encourage reading for all, including the community. Reading and reviews will be tracked, displayed and rewarded.

## **The Three Areas of Focus**

Although the following is divided into three sections, **Speaking and Listening, Reading and Writing**, it should be noted that the three language areas are interdependent.

### **Speaking and Listening**

Talk is our main means of communication in everyday life and is fundamental to the development of understanding. We want our students to develop increasing confidence and competence in speaking and listening so that they are able to:

- clarify and express their ideas and explain their thinking
- adapt their speech to a widening range of circumstances, including paired and group discussions and speaking to a larger audience;
- use varied and specialised vocabulary;
- speak for a range of purposes e.g. to narrate, to analyse, to explain, to reflect and evaluate;
- listen with understanding and respond sensitively and appropriately
- use of collaborative learning strategies to encourage and enable all students to talk with confidence through their learning

### **Reading**

We want our students to enjoy reading, to be able to use their reading to help them learn and to develop increasing confidence and competence in reading so that they are able to:

- read fluently, accurately and with understanding;
- become independent and critical readers and make informed and appropriate choices;
- select information from a wide range of texts and sources including print, media and ICT and to evaluate those sources;
- apply techniques such as skimming, scanning, and text-marking effectively in order to research and appraise texts.
- We should use available data on students' reading levels in order to make informed choices about appropriate text and to plan appropriate support for pupils, in order that they may successfully access texts.
- We should take opportunities to demonstrate pleasure in reading

### **Writing**

Many lessons include and depend on written communication. We want our students to develop increasing confidence and competence in writing so that they are able to:

- write in a widening variety of forms for different purposes e.g. to interpret, evaluate, explain, analyse and explore;
- develop ideas and communicate meaning to a reader using wide-ranging and technical vocabulary and an effective style, organising and structuring sentences grammatically and whole texts coherently;
- present their writing clearly using accurate punctuation, correct spelling and legible handwriting;

**We should provide planned opportunities across the curriculum for students to:**

- make notes from a variety of sources - printed word, moving images and ICT texts;
- use writing to plan organise and record
- plan, draft, discuss and reflect on their writing
- learn the conventions of different forms of writing in different subject areas e.g. by using writing frames and providing clear models for writing
- write at appropriate length, sometimes briefly
- write collaboratively with other students
- present some writing for display or publication

**We should:**

- expect high standard of presentation in students' finished writing
- provide good models of particular kinds of writing
- provide dictionaries, glossaries and lists of appropriate subject vocabulary and encourage students to use them
- help students to use a range of strategies to learn spellings, including:
  - look – say – cover – write – check
  - making connections between words with the same visual spelling pattern
  - exploring families of words

**Implementation**

Successful implementation of this policy is dependent upon the extent to which we:

- provide regular opportunities for staff CPD
- share strategies and ideas through the Teaching and Learning Bulletin
- share and embed the Delta '7 Deadly Sins'
- include literacy objectives in our lesson planning and schemes of work, across the curriculum
- use the appropriate symbols in our marking to help students improve weakness and highlight and celebrate the areas of Literacy where students are making progress (Please refer to the marking policy re: responding to students' work)
- take account of the needs of all students, with regard to ethnicity, gender, ability and social and cultural factors
- value students' language achievements, including those in languages other than English
- structure lessons appropriately in ways that support and stimulate language development and show how literacy learning objectives for students are to be achieved
- monitor and evaluate the impact of Literacy Across the Curriculum and of students' developing ability to talk, read and write more effectively

**Resources**

As an Academy, we should aim to provide:

- displays of vocabulary relevant to the topic or National Curriculum subject

- relevant material, at appropriate levels of interest and difficulty, and from a range of text types
- reading material of high quality which is up to date and relevant
- some texts in the first languages of pupils acquiring English as an additional language
- access to the school library and to ICT sources of information
- access to appropriate audio visual equipment
- classroom environments that support good literacy practice

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