

Pol12 – Literacy Policy



Principles

We recognise that an effective literacy policy is a major factor in improving teaching and learning and raising achievement, hence we are committed to:

- the development of a literacy policy in practice which is based on a respect for pupils' language experience and attainment, and which builds on these;
- giving a high priority to language and literacy within the school development plan;
- improving pupils' attainment in language and literacy through a whole school approach;
- providing the staffing, learning resources and professional development to ensure that all pupils are supported in their language and literacy development.

Management of Literacy

- Implementation of the literacy policy will be a key priority.
- Each department will investigate the improvement of language and literacy provision as one of its key areas.
- The Literacy Lead will monitor progress.
- Initial literacy and language developments will be co-ordinated and documented by the school's Literacy Lead, supported by the Head.

Cross-Curricular Provision

In support of the National Literacy Strategy and acknowledgement of the 'Use of Language Across the Curriculum' statement for each subject within the National Curriculum 2000, we recognise that:

- pupils' attainment in language and literacy is a major factor in their capacity to learn in subjects across the curriculum;
- individual subjects create different language demands, which need to be identified and addressed within those subjects;
- therefore, all subjects have an important role to play in supporting pupils' language development.

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The Literate Secondary Pupil.

The following skills are targets towards which all pupils at secondary level should be aiming. They should be able to:

- read and write with confidence, fluency and understanding;
- explore, articulate and extend understanding of texts through focussed speaking and listening skills;
 - use a full range of reading cues, i.e. phonic, graphic, syntactic, contextual, to monitor and redraft their own work;
- read and spell with accuracy using a range of techniques to help them;
- have fluent and legible handwriting and use ICT to assist presentation;
- have an interest in words, their usage and meaning; develop an extensive vocabulary used appropriately in different contexts;
- know, understand and be able to write a range of fiction, poetry and drama genres;
- understand the conventions of different non-fiction text types and be able to use these conventions confidently as readers and writers;
- plan, draft, revise and edit their own written work; understand the publishing process; be aware of the demands of different readerships;
- have an extended technical vocabulary with which to discuss and evaluate their reading and writing, being able to adapt this according to the demands of the subject.

Benefits for other Subjects

- Literacy is a key to improving learning and raising standards.
- Literacy empowers students to perform better in your subject, allowing them to learn independently.
- Literacy supports learning; pupils need vocabulary, expression and organisational control to cope with the cognitive demands of your subject;
- Reading enables pupils to learn from sources beyond their immediate experience.
- Through language pupils make and revise meaning.
- Writing helps to sustain and order thought.
- Responding to higher order questions encourages the development of thinking skills and enquiry.
- Better literacy leads to improved self-esteem, motivation and behaviour. If all teachers work towards improving pupils' literacy, all subjects will gain. With small steps by each area in raising the profile of language skills, each pupil's access to understanding of every subject will advance

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Cross-Curricular Literacy -Possible Ways Forward

The following are suggestions of some areas that each subject area may want/need to address. The list under short and long term is by no means comprehensive.

Short Term:

- analyse Year 7 Schemes of Work identifying aspects that directly address Literacy issues;
- create/re-publish a list of key words that help pupils in year 7 access your subject, place word lists on walls in classroom that are used in your teaching;
- find a unit in your scheme of work where a Literacy strategy could support your teaching and consider with colleagues what support you would like in addressing it;
- get pupils to make a spelling chart of key words in your subject-for display in the classroom.

Long-Term

- well-displayed reference sections in all teaching rooms;
- language posters/ wall displays/key words/spelling charts;
- subject specific learning guides; key words etc. each year;
- language across the curriculum, note-book for literacy issues in each subject at KS3; OR each pupil to have a language section at the back of each subject exercise book;
- Visits to feeder schools to see how literacy is tackled across subjects;
- extend audit of schemes of work to years 8 and 9
- develop links with parents to support literacy strategy within subjects, e.g. cross-curricular literacy evening, home-school agreement.
- review of accessibility of texts adopted;
- year 7— year 12 A/S subject specific mentoring help with accessing language of subject;
- regular sharing good practice and resources in literacy strands of schemes of work
- subject dictionaries in classrooms, regularly used.

Monitoring and Review

The Head teacher will:

- in-house monitoring subject area schemes of work, ensure that they indicate literacy objectives;
- in-house monitoring through sampling of pupils' work, this is evident in the learning of pupils;
- provide staff access to data in order to enable bench-marking and target-setting;
- support staff through meetings in monitoring classes' literacy work;
- ensure Literacy up-dates appear on whole staff management agenda;
- monitor the impact of literacy work on raising standards through sampling of pupils' work;
- include literacy as a focus in lesson observations [Performance Management];

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- update and evaluate current practice; introduce additional long-term language targets as appropriate through discussion with departments and line managers;

The Literacy Lead will:

- establish effective procedures for auditing literacy within the school and subsequent action planning and target setting processes;
- monitor and evaluate literacy development throughout the school in terms of coverage, continuity and progression;
- communicate effectively the progress and impact of literacy provision to all partners, e.g. staff, parents, etc...
- ensure periodic cross-curricular reviews of progress in literacy, in order to inform reporting procedures;
- encourage the dissemination of good practice;
- meet every half-term with Head teacher to discuss progress;