



LITERACY ACROSS THE CURRICULUM POLICY

“The more you read, the more things you will know. The more that you learn, the more places you'll go.” **(Dr Seuss)**

Vision:

To create a literacy community in the belief that it will support our students' learning, enabling them to access the whole curriculum and therefore raising standards for all, because:

- students need vocabulary, expression and organisational control to cope with the cognitive demands of subjects;
- reading helps us to learn from sources beyond our immediate experience;
- writing helps us to sustain and order thought;
- language helps us to reflect, revise and evaluate the things we do, and on the things others have said, written or done;
- responding to higher order questions encourages the development of thinking skills and enquiry;
- Improving literacy and learning can have an impact on students' self-esteem, on motivation and behaviour. It allows them to learn independently. It is empowering.

At Wellfield Community School, we recognise that each subject has its own literacy demands; each subject emphasises different ways of using language, but recognises that the teaching of literacy skills is the responsibility of all staff, led and co-ordinated by Subject Leaders with subject specific vocabulary, content, concepts and skills.

Roles and Responsibilities:

- **Pupils:** take increasing responsibility for recognising their own literacy needs and making improvements.
- **Teachers across the curriculum:** adhere to school / subject policies on literacy, spelling and marking; contribute to pupils' development of oracy, since speaking, listening, writing and reading are, to varying degrees, integral to all lessons.
- **Subject Leaders:** ensure that school policies on literacy, spelling and marking are adhered to in their subjects; provide a subject policy on literacy detailing how literacy skills are specifically promoted in their subject; subject development plans include literacy and this is reviewed annually; relevant displays are used in all classrooms in area / subject.
- **Literacy Manager:** Co-ordinates, monitors and evaluates the effectiveness of the literacy intervention programmes across the school and shares and develops best practice from across all departments.

- **Senior Managers:** lead and give a high profile to literacy.
- **Parents:** encourage their children to value and expand their literacy both within and beyond their work in English and use the range of strategies they have learnt to improve their levels of literacy.

Across the school we shall:

- Identify the strengths and weaknesses in students' work from across the school.
- Identify key pupils to include in the intervention programme in terms of reading and writing ability.
- Allocate students to intervention groups with strategic staff allocation from across the year groups.
- Promote literacy in school by a united approach to exam questions.
- Use literacy to increase revision strategies in order to impact on exam success.
- Conduct tests to ascertain the reading ages of our students at Key Stage 3 and Key Stage 4, to enable the charting of progress, and share this information with colleagues, ensuring that it is reviewed and updated regularly.
- Encourage reading for pleasure using the 'Accelerated Reader' on line tool and accompanying library.

Differentiation

Our pupils are entitled to our highest expectations and support in the form of literacy activities matched to their specific individual needs. Some SEN pupils will need additional support such as guided group work, writing frames and verbal activities to support written activities, whereas others will need to be challenged and extended. Strategies that we can use include:

- effective questioning techniques,
- adjusting the demands of the task,
- the use of additional support,
- use of group structures,
- resources e.g coloured paper,
- making objectives clear,
- creating an atmosphere where pupils evaluate their own and others' work.

English as an Additional Language (EAL)

Our students learning EAL need to hear excellent examples of spoken English and also to refer to their first language skills to aid new learning in all subjects of the curriculum. The use of their first language enables them to draw on existing subject knowledge and to develop English language skills in context. Literacy tools such as translation websites, dictionaries and other useful strategies will be discussed at group meeting where individual needs arise. The LRC Manager, SEN department and SLT link for Literacy are key to this provision.

Assessment

Available data from Key Stage 2, in addition to relevant internal school data, is used to inform planning and to assist us in designing provision. We also use this data to set numerical and curricular targets for each cohort.

The best assessment informs lesson-planning and target-setting, and helps us to maintain the pace of learning for our students.

Pupils on the Literacy Intervention scheme will be assessed once per term for reading and or writing (depending on their need/target) to ensure monitoring of progress is consistent.

For detailed guidance on marking, please see our Marking Policy.

Literacy Intervention

Targeted intervention across all year groups will be given. Intervention in Y7, 8 and 9 will be used to help pupils to catch up with their peers, and their chronological scores in reading and writing as quickly and effectively as possible, in order to maximise access to the secondary curriculum.

Teachers across the curriculum will be kept informed about which pupils are participating in Literacy intervention and the progress they are making.

Department aims:

In order to reinforce students' language skills across the curriculum each department should aim to cover the following areas.

Speaking & Listening:

We teach students to use language precisely and coherently. They should be able to listen to others, and to respond and build on their ideas and views constructively.

We develop strategies to teach students how to participate orally in groups and in the whole class, including: using talk to develop and clarify ideas; identifying the main points to arise from a discussion; listening for a specific purpose; discussion and evaluation.

- Develop strategies to enable students to participate orally in their learning, using appropriate tools for talk.
- Encourage learners to use language precisely and coherently.
- Utilise class discussion and group work to encourage students to listen to others, to respond, and to build on their ideas both constructively and with confidence.
- Lead by example, ensuring Standard English is used at all times and is expected in response.
- Challenge students when slang or inappropriate colloquialisms are used.
- Encourage the correct use of English in all areas of the school.
- Encourage students to correct their own speech when errors are drawn attention to.

Reading

We aim to give students a level of literacy that will enable them to cope with the increasing demands of subjects in terms of specific skills, knowledge and understanding. This applies particularly in the area of reading (including e-books) as texts become more demanding.

We build on and share existing good practice. Teaching students strategies to help them to: read with greater understanding, locate and use information, follow a process or argument, summarise, synthesise and adapt what they learn from their reading.

We aim to give pupils a level of literacy that will enable them to cope with the increasing demands of subjects

- Display and use key subject specific vocabulary and high frequency terms.

- Provide students with appropriate reading strategies to help them use dictionaries, glossaries; textbooks; websites and other materials effectively.
- Differentiate written texts where appropriate.
- Develop strategies to help students read with greater understanding, being able to locate and use information; follow a process or argument; summarise; synthesise and adapt what they learn from their reading.
- Continue use of BUG whole school to enable students to access information from exam questions.

Writing

It is important that we provide for co-ordination across subjects to recognise and reinforce pupils' language skills, through:

- Providing opportunities for a range of writing including sustained writing.
- Use models and examples of good practice to support and improve written work.
- Ensure that learners are aware of their audience and purpose when writing.
- Plan opportunities for students to practice a range of writing styles.
- Provide literacy focused feedback when marking.

Quality Assurance

In order to ensure high quality provision of literacy across the curriculum we will:

- Ensure that the literacy strategies are applied consistently throughout the school by sharing detailed timelines and guidance.
- Conduct a work scrutiny analysis and a Learning Walk focusing on Literacy across the Curriculum.
- As a result of work scrutiny and Learning Walks, ensure that appropriate CPD and training is delivered where required.

Monitoring and Evaluation

We will make use of available data to assess the standards of pupils' literacy. Senior managers, the Head of English and the Literacy Manager will decide how to monitor progress in the school.

Possible approaches are:

- sampling work – both pupils’ work and departmental schemes.
- observation – pupil pursuit and literacy teaching.
- meetings.
- pupil interviews.
- scrutiny of development plans
- encouraging departments to share good practice by exhibiting or exemplifying pupils’ work.

➤ Key priorities for 2017/2018:

1. Ensure that Literacy has a high profile across the school and all stakeholders are aware of their contribution towards it.
2. Develop the use of higher level vocabulary in English through the use of word banks
3. Provide enrichment opportunities to support literacy.
 - a. Big Book Bash
 - b. 500 words competition
 - c. Shakespeare day
4. Continue to promote reading for pleasure and offer Reading Time literacy intervention for years 9 and 10.
5. Whole school implementation of “Word of the Week.”
6. Provide extra literacy lessons for 7-4, 7-5 and 8-5.

➤ Review of school priorities will take place: September 2018