



LITERACY ACROSS THE CURRICULUM POLICY

Rationale

The development of literacy skills across all curriculum areas is vital. Effective Literacy across the Curriculum will not only develop pupils' ability to:

- Write for a variety of purposes and audiences, collect information, organise ideas and write accurately to communicate across subject areas
- Access information and read with understanding and comprehension
- Speak and listen effectively across a range of contexts, developing their ability to negotiate, hypothesise, present information and extend and clarify their ideas and thinking
- Develop subject specific and general vocabulary and understanding of tier 2 words

but will also have an impact on their self-esteem, motivation and ability to work independently. We believe that we should equip our pupils with the necessary transferable skills to be fully literate in the 21st century and, as such, literacy is at the heart of the school's core values.

"In the secondary schools where teachers in all subject departments had included an objective for literacy in all the lessons, senior managers noticed an improvement in outcomes across all subjects as well as in English." Ofsted: Removing Barriers to Literacy 2011

Specific strategies to include in planning, teaching and assessment

- Highlight the importance of subject specific literacy with pupils
- Highlight the importance of literacy basics in all subject areas (capital letters, apostrophes, homophones)
- Highlight the links between reading, writing and speaking and listening in English and other subjects
- Highlight the need for planning for longer writing tasks in all subjects
- Support the teaching of planning strategies
- Include time for pupils to respond to literacy marking and feedback during lesson time
- Highlight the importance of and understanding of key tier 2 words that occur across exam subjects

See Appendix A for additional specific support for reading, writing, speaking and listening.

Responsibilities

SLT will:

- Lead on Literacy across the Curriculum and ensure it has a high profile
- Liaise with Literacy Coordinator and relevant members of the governing body when monitoring impact

Literacy co-ordinator will:

- Work with SLT to audit current provision, determine priorities and plan strategy
- Ensure effective development of whole school policy and practice
- Establish communication and liaison between curriculum areas and opportunities to develop and share good practice through leading the Literacy items at Curriculum and Assessment meetings and Learning and Teaching meetings

- Establish communication and liaison between the school and stakeholders, e.g. parents/carers, governors and outside agencies
- Monitor and evaluate the effectiveness of Literacy work across the school with SLT
- Facilitate and lead CPD
- Facilitate the Accelerated Reader scheme for all Year 7 and analyse results and impact

SENCO will:

- Provide support to pupils with SEN when learning literacy basics
- Continue to teach basic literacy skills in the Learning Support Centre
- Work with the Literacy Coordinator to ensure that Teaching Assistants give appropriate support to pupils with basic literacy

Teachers across all subject areas will:

- Adopt a consistent approach to teaching literacy basics in lessons
- Highlight agreed literacy basics mistakes for pupils each half term
- Give pupils time to correct these mistakes in lesson in line with the Assessment and Feedback policy
- Teach pupils the specific conventions for writing in their subject
- Act as a role model for good literacy and effective communication
- Teach specific tier 2 vocabulary

Teachers of English will:

- Provide support to other departments as appropriate
- Make pupils aware that literacy skills are transferable to other subjects
- Continue to teach basic literacy skills

Form tutors will:

- Ensure that pupils take part in private reading at least once per week
- Monitor pupils' reading
- Check pupils have access to a reading book as part of basic equipment checks
- In Year 7, support students to engage with Accelerated Reader

Parents will:

- Encourage their children to use the range of strategies they have learned
- Encourage their children to read at home
- In Year 7, support their children to access Accelerated Reader

Pupils will:

- Take increasing responsibility for recognising the need for accurate spelling, punctuation and grammar and correct any errors that are highlighted in their work by teachers
- Take part in private reading as part of the tutorial programme

Monitoring and Evaluation

Senior Leaders and the Literacy Co-ordinator will monitor progress of pupils' accuracy with basic literacy and will report back to staff, parents, pupils and governors. The following methods will be used:

- Work sampling
- Observations and learning walks
- Pupil interviews

Reapproved Full Governing Body 17 May 2021

Review: May 2023

Specific Strategies: Reading

Pupils will have opportunities to:

- Develop research skills using print, media and multi modal texts
- Develop ability to skim and scan texts, highlighting important information
- Develop comprehension skills
- Develop confidence in handling a variety of texts
- Interpret and work out the meaning of unfamiliar words

Teachers will aim to:

- Specifically highlight reading strategies to support pupils, e.g. skimming, scanning, re reading to check meaning, predicting, empathising
- Highlight structure, layout, format and other “signposts” in texts typical of their subject
- Support pupils in developing effective highlighting and note making skills
- Support pupils with strategies to decode unfamiliar words

Specific Strategies: Writing

Pupils will have opportunities to:

- Write in a variety of forms for different purposes and audiences
- Plan, draft and discuss their writing
- Review different texts, developing their understanding of key features of a range of text types

Teachers will aim to:

- Offer students a range of appropriate models for writing and highlight the key features and criteria for success for each one
- Provide support for effective planning
- Model writing (e.g. the first paragraph) so pupils are able to see “how it’s done”
- Use shared and guided writing where appropriate
- Offer opportunities to complete extended pieces of writing
- Use talk to develop ideas for writing
- Support pupils with spelling strategies
- Develop effective proof reading strategies

Specific Strategies: Speaking and Listening

Pupils will have opportunities to:

- Use talk for a range of purposes and audiences and in formal and informal contexts
- Use talk to develop, extend and present ideas
- Use talk to hypothesise and test theories
- Use talk to solve problems and work collaboratively
- Listen for specific purposes

Teachers will aim to:

- Provide opportunities to present ideas in a range of formal and informal contexts
- Use questioning techniques (e.g. no hands up, paired talk, use of Bloom's Taxonomy to formulate questions, thinking time, open questions) to extend thinking and generate new questions
- Use a variety of grouping strategies (e.g. pairs, triads, jigsaw grouping, envoys)
- Support helpful talk behaviours (e.g. building, challenging, questioning, summarising)
- Give pupils the opportunity to take on various roles within a group (e.g. scribe, chair)
- Model effective listening
- Provide a clear focus for listening