



Literacy Policy

Background/Context

Literacy is a vital skill for all aspects of life enabling us to understand the wealth of written and visual texts around us. The increased rigour at GCSE demands that students use literacy at a high standard in all subject areas. Moreover, sound literacy skills are essential for progress across the curriculum and to enable students to function effectively in adult life.

Principles

Students should be encouraged to enjoy reading, both fiction and non fiction, seeing it as a resource/source of pleasure for life.

All teachers have a responsibility to develop students' competence in reading, writing, speaking and listening in their own subjects and to ensure that students become competent users of language, and can access the curriculum effectively and achieve their potential.

Students should be given opportunities to practise their literacy skills in a range of contexts and have a right to expect guidance in the development of those skills.

Aims

- To adopt a whole school approach to literacy in keeping with the relevant guidance and the demands at GCSE.
- To enable all students to make strong progress in reading, writing and speaking and listening.
- To support the development of literacy skills throughout the curriculum.
- To embed literacy in learning schemes so that it is an integral part of our curriculum provision.
- To raise staff awareness of key literacy strategies through INSET, coaching and the dissemination of good practice.
- To ensure staff take responsibility for the development of literacy in their subject areas through schemes of work and classroom environment.
- To support the development of literacy through deployment of a range of resources in the school, the LRB, ICT suites, displays etc.
- To establish procedures for monitoring literacy across the curriculum, and evaluating the success of literacy teaching.

Practice

Reading

1. Across the curriculum teachers will provide activities for students to:
 - read and follow instructions
 - learn how to select, sift and take notes from print, electronic and multi-modal texts
 - learn how to read and annotate questions related to that subject
 - understand the specific meanings of subject specialist vocabulary
 - develop reading strategies such as skimming and scanning.
2. Skills associated with reading should be actively taught in each subject and the skills will be detailed in the learning schemes.

3. Private reading for pleasure will be promoted across the curriculum, including in form time. Years 7, 8 and 9 students should always have an appropriate reading book. If staff members have concerns as to the suitability of any book, they should liaise either with the English Department or with the LRB Manager.

Writing

1. Across the curriculum students should have opportunities to:
 - use writing to plan and organise
 - plan, draft and discuss their writing, using ICT where appropriate
 - write for a range of purposes and audiences
 - make notes in a variety of formats.
2. Writing tasks should always have a clear purpose and audience which students understand before they begin writing.
3. Where students are asked to write in a particular genre, e.g. leaflet, newspaper report, they will be first taught the conventions of that genre and expected to use them.
4. All teachers will teach students how to structure their writing using paragraphs, a range of punctuation and clear sentence structures.
5. Teachers will expect students' spelling, grammar and punctuation to be correct, and will make this expectation clear to students, identifying errors as necessary.
6. Final drafts/'best' work should be clear and a good standard of presentation should be maintained.
7. Written feedback across all subjects will use the symbols as detailed below.

Speaking and Listening

Students should have opportunities to explore, develop and respond to a range of skills and strategies, in a variety of contexts and adapting language according to task, audience and purpose. Strategies for speaking and listening should be actively taught and modelled. Students should be given opportunities for talk in a range of ways including:-

- listening and responding
- speaking and presenting
- group discussion and debate
- drama, role play and performance.

Literacy symbols for written feedback

Sp	=	spelling error
CAPS	=	missing capital letter
//	=	new paragraph needed
??	=	expression is unclear
P	=	missing punctuation

Teachers and teaching assistants are responsible for application of the literacy policy in their subject or role.

Roles and responsibilities

- The Subject Leader for English is responsible for promoting and monitoring literacy across the curriculum.
- Subject Leaders are responsible for ensuring that literacy is taught in their subject area.
- Form Tutors/Progress Leaders are responsible for overseeing reading in form time, and for maintaining book stocks in classrooms.

Monitoring and evaluation

The Subject Leader for English, in conjunction with SLT, is responsible for monitoring the development of literacy across the curriculum and evaluating its success. This will be achieved through routine self evaluation procedures, work scrutiny and lesson observations.