



LITERACY ACROSS THE CURRICULUM POLICY

Literacy is a proficiency that is developed not just in English but also in other subjects. It involves developing confidence and competence with reading, writing, speaking and listening. Language is the prime medium through which students learn and express themselves across the curriculum therefore all teachers have a stake in effective literacy.

The purpose of this Literacy Policy is to enable all our staff to have consistent expectations of the students' use and understanding of literacy across the curriculum and to promote the development of literacy skills. Each department can make a contribution towards improving literacy skills so that students become confident in the use of reading, writing, speaking and listening in any context. To do this, all subjects will incorporate relevant aspects of the policy and all subjects will use agreed formats and methods when relevant.

As a school we aim to:

- promote a positive attitude to literacy from students and staff alike;
- highlight and develop links between all subjects and literacy;
- ensure a consistent approach to literacy across the curriculum;
- build students' confidence in transferring literacy skills across the curriculum.

In order to achieve these aims we believe that teachers need to:

- raise the profile of literacy in their subject;
- be aware of the range of competence with literacy that students bring to the lesson;
- build students' confidence when they encounter difficulties;
- demonstrate the skills expected of students as identified below;

and students need to be encouraged to:

- use language to think about or formulate questions, explore, organise and communicate;
- become a fluent and independent readers;
- read for pleasure, information and meaning;
- read in a reflective, critical and discriminatory way;
- write with confidence for a variety of purposes and audiences, knowing the agreed conventions of presentation and spelling;
- speak with clarity and confidence to convey a point of view or information;
- listen to others and formulate effective questions and responses

In order to successfully achieve these aims the school is:

- Adapting the Key Stage Three English schemes of work to become more skills based and promote Literacy directly.
- Introducing a cross-year Gifted and Talented reading group where students are encouraged to read, meet and discuss more challenging or classic novels. The group meet weekly and the Resources Centre is dedicated to them exclusively
- Working closely with the Resources Centre in order to provide modern, accessible material for all and provide an up to date reading for pleasure book selection in each English room
- Focusing via the school bulletin on a particular skill (capitals, commas etc) which all staff are encouraged to promote in any written piece.
- Meeting regularly with feeder schools to develop consistent pyramid policies and participate in work moderation, exchange of ideas etc.
- Holding occasional meetings for staff where non Literacy specialists can discuss aims and requirements for their subject areas with specialist staff.
- Displaying posters showing examples of the different text types and conventions
- Encouraging parental support via the Year 7 Tutors Evening.

- Guiding departments in exam marking and preparation in light of the SPAG requirement for the revised exam syllabuses.
- Continuing to dedicate weekly lessons to all Year 7 classes, as well as weaker students in Years 8 and 9, to Literacy (see below).

Literacy support in English lessons

- All Year 7 classes, half of Year 8 classes and two Year 9 classes continue to receive timetabled Literacy support lessons and additional members of staff wherever possible
- Students work in a small group of five or six students with a member of staff
- Groups are carefully selected to reflect commensurate ability. The weaker two groups in each class work in Room 9 with the SENCO.
- Half the lesson is dedicated to focusing on a set Reading, Writing or Spelling skill using the Reading Laboratory System
- The other half of the lesson involves reading aloud in order to improve skills and promote confidence. Students are much less reluctant to do this in smaller groups.
- Books are selected carefully to suit ability, gender and age; this is separate to any ongoing reading books in English lessons.
- Students are tested for Reading and Spelling ages at the beginning and end of the Year in order to ascertain progress.

Member of staff with Lead Responsibility for this policy: Mr P Dodman (Head of English)

Approved: Governing Body

Policy reviewed: March 2015

Next review March 2017