



Literacy Policy

Date agreed by Governors: January 2019

Date of Review: January 2019

Member of Staff Responsible for the Policy: AM

Date of next review: January 2020

Dissemination of the Policy: All staff and Governors

Introduction

"Literacy is a key issue regardless of the subject taught. It is an important element of teachers' effectiveness as a subject teacher."

Ofsted Report Summary - Improving literacy in secondary schools: a shared responsibility.

Every teacher is a teacher of literacy. We believe that literacy is vital to pupils' overall success and therefore we are committed to developing and raising the literacy skills of all pupils at Pittville.

Key Principles:

- To raise standards of literacy, improving performance in all subjects.
- To encourage and widen active participation in society and culture through a holistic understand and application of literacy in reading, writing, speaking and listening.
- To ensure students are equipped with lifelong literacy skills, providing solid foundations for lifelong learning.
- To equip students with the basic literacy skills needed to access further learning experiences at school and beyond.
- To provide continuity and progression of literacy across the school, in all subjects, building on achievement in the primary phase.

Literacy Definition

We believe that literacy is the engagement with language for coherent, considered and convincing communication in speaking, listening, reading and writing.

Literacy across the curriculum is ensuring that pupils communicate successfully in a range of contexts, for different purposes through a range of strategies and opportunities aimed to consolidate basic literacy skills across all subject areas, within every Faculty.

Speaking and Listening

- Pupils will be able to show a high standard of listening skills through the demonstration of positive body language, asking appropriate questions and challenging misconceptions.
- Pupils will be able to use Standard English correctly in a range of contexts for a range of purposes. They will be able to adapt their language for purpose and audience.
- Pupils will be able to take part in group discussions, taking on a variety of roles.
- Pupils will use talk to develop learning, responding to and building upon ideas.
- Pupils will be able to identify main points arising from a discussion.

Writing

- Pupils will be taught the skills that are required to cope with the increasingly high demands of spelling, punctuation and grammar within a range of subjects.

- Pupils will be provided with resources to help them structure their writing into logical and coherent whole texts.
- Pupils will be given models and/or scaffolds which support their learning whilst remaining challenging.
- Pupils will be shown appropriate models to develop the understanding of how they write and what the finished product would look like.
- Pupils will be provided with opportunities for extended writing.
- Pupils will be able to write to audience and purpose.

Reading

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- Pupils in Year 7 and 8 will complete a Star reading test every term so that they pick reading material for their reading age. This data will also be used to analyse their progress.
- Year 9 pupils will be given a reading challenge to complete, designed to stretch and challenge students.
- Pupils will read for pleasure.
- Year 7 and 8 pupils will use Accelerated Reader to take quizzes, helping them read with greater understanding.
- Pupils will be given strategies to help them with their reading including: skimming and scanning skills, comprehension, summarising, annotating, highlighting, synthesising etc...
- **KS3 pupils will have one reading lesson per week. One will be in the library.**

Ensuring Consistency

- Good practise is shared within and across departments.
- Literacy skills are learned in English lessons; these skills are supported and embedded throughout teaching in other lessons.
- All teachers will mark for literacy as outlined in the marking policy, using the marking codes.
- All students to have a copy of the marking codes in their books to refer to.

Role of Head teacher/SLT:

- To lead and give high profile to literacy development.
- To be responsible for monitoring progress across the school and assessing standards of students' literacy.
- **To undertake regular learning walks to monitor marking for Literacy in each department.**

Role of SENCO:

- To liaise with staff about reading and spelling ages.
- To identify students for targeted intervention.

Role of Literacy Coordinator:

- To support departments with the implementation of strategies.
- To encourage departments to share good practice.
- To ensure that literacy is being marked for across the curriculum.
- To report on the implementation of the literacy policy.
- To organise links with other schools to build on Literacy and transition.

Role of Librarian:

- To promote reading across the school.

- To encourage the development of research and study skills.
- To identify and reward successes of individual students and classes on the Accelerated Reading Scheme.
- To provide staff with Accelerated Reader information for pupils.

Role of English Department:

- To provide students with the skills, knowledge and understanding of how to speak, listen, write and read correctly, facilitating pupils to apply these skills across the curriculum.
- To play a key role in the identification and targeting of pupils needing intervention.
- To provide support, where necessary, to staff regarding specific literacy skills.

Role of Head of Faculty/Subject Leader:

- To monitor the consistent application of agreed literacy strategies.
- To make sure that literacy is written into SoL and prioritised in meetings.
- To be aware of SpaG demands and, if needed, seek guidance from English staff.
- Ensure that displays support the literacy targets.

Role of Teacher:

- To support pupils' engagement with language and communication in speaking, listening, reading and writing.
- To be aware of the SPaG demands of their subject and use them to help plan and teach lessons.
- To mark for literacy in line with the marking policy.
- To use spelling and reading age data to make informed choices about reading resources and extended writing resources.

Role of Tutors:

- To help support students improving their vocabulary through Word of the Week.

Role of Support Staff:

- To work closely with teaching staff encouraging pupils to use a range of speaking, listening, reading and writing skills.
- To, where appropriate, be involved with literacy interventions.

Role of Pupils:

- To apply their literacy skills across the curriculum, taking increasing responsibility for understanding their own strengths and making gains in areas for improvement.

Role of Parents/Carers:

- To encourage their children to use a range of strategies that they have learned to improve their levels of literacy.
- To encourage their children to read for pleasure. To use the Accelerated Reader program at home.

Pittville School is committed to raising standards of literacy in all its pupils through a coordinated and consistent approach. Everyone involved in the life of Pittville School has a role to play.

Monitoring and Evaluation

Implementation of literacy policy will be monitored through:

- Book scrutinies

- Faculty Department minutes
- Regular learning walks to check marking for literacy
- Student questionnaires
- Literacy Leader feedback and input
- Routine and relevant testing e.g. reading age tests, spelling age tests, on class tests.

Evaluation of the effectiveness of the literacy policy will be measured by:

- Book scrutinies
- Overall impact on levels/grades
- Teacher feedback
- Analysis of the progress made by pupils regarding reading age tests, spelling age tests, on class tests.

Links to other policies: SEN Policy, T+L Policy, Marking Policy