



Literacy Policy

Literacy Policy Rationale

Literacy is a key skill of the successful learner. It facilitates study and enables pupils to benefit from text and exposition, to analyse and synthesise information. It increases the pupil's ability to engage in discussion and to express their ideas coherently, setting out what they know. Successful acquisition of literacy skills increases self-esteem, confidence and promotes interest in further learning, allowing pupils to make more use of their knowledge, maximising their success .

Any policy for literacy cannot be dependent on being put into effect by one subject area only. There is a need to develop transferable skills. If staff and pupils are to value the development of literacy, it must be seen as one of the core values of the school. Departments must identify appropriate contexts within the subject for the development of literacy skills. They must use the school policy in order to create their own departmental programme, outlining how they will implement each aspect of the policy. At its simplest, it is necessary to ensure that all pupils are routinely challenged to give extended, coherent answers orally and in writing, making appropriate use of text and oral instruction.

Speaking and Listening

Teachers will provide opportunities for students to talk for a range of purposes including:

- Explanation, description and narration
- Argument, debate and persuasion
- Analysis
- Hypothesis, discussion
- Rehearsing responses through speech, prior to writing.

Spelling

Teachers will encourage correct spelling through the following:

- KEY WORDS displayed in every department and published in students' planners.
- Dictionaries will be available in every department and pupils encouraged to use Spell-check when using ICT.
- Work will be marked according to the departmental spelling policy, in line with overall school policy of indicating up to 5 spelling errors by underlining and (sp) in margin.

Reading

A culture will be established, in which reading is valued by pupils and staff alike through:

- Relevant and updated selection of texts made available in the library and in departments.
- Employing teaching strategies that require active engagement with texts.
- Developing independence in pupils' reading through English lessons and tutor time.
- Encouraging reading groups and competitions eg. sixth form/staff reading group, Carnegie shadowing, *bookedup* etc.
- Recommendations by staff of texts for further reading .

Writing

A culture will be established in which writing is valued by pupils and teachers through:

- Employing teaching methods which develop pupils' writing.
- Following departmental policy when responding to the quality of pupils' writing.
- Utilising 'forms of writing' guidance sheets within departments.

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- Engaging with Literacy Coordinator in effecting improvement in specific subject areas of weakness eg. GCSE coursework, responses to exam questions.

Managing, monitoring and evaluating the Literacy Policy

All subject teachers will take a collective responsibility to develop all pupils' literacy skills through effective teaching and learning. HoDs will liaise with senior staff overseers, to include literacy strategies within their departmental plans and will review progress and developments annually. Whole school literacy will be addressed through the Literacy Action Plan and will be reviewed annually. The Literacy Policy will be managed and monitored through the following:

The Literacy Co-ordinator

The Literacy Co-ordinator will provide advice and support to all colleagues through:

- Establishing a 'Literacy Group', made up of teacher representatives from every department, and chaired by the Literacy Co-ordinator.
- Monitoring of whole school spelling, in accordance with the Literacy Action Plan.
- Monitoring of non-fiction writing skills in accordance with the Literacy Action Plan.
- Providing guidance/resources for tutors and Head of Sixth Form in delivery of literacy in those areas.

The Departmental Literacy Group Representative

The Departmental Literacy Group Representative will take specific responsibility for literacy within his/her subject area through:

- Attending Literacy Group meetings and cascading information to departments.
- Ensuring up-to-date Key Words, are displayed throughout the department.
- Seeking advice on literacy matters on behalf of departmental colleagues.

Heads of Department

The Head of Department will work closely with the Departmental Literacy Representative to ensure that the whole school Literacy Policy is adhered to within their department through:

- Liaising within the SENCO to support those pupils who need extra help in developing their literacy skills.
- Implementing a departmental literacy policy.
- Ensuring that dictionaries are available in departments.

Head of Sixth Form

The Head of Sixth Form will work with Literacy Coordinator in improving whole school literacy by:

- Encouraging older pupils in supporting younger ones with basic literacy skills via paired reading/literacy activities in registration time, as part of their community service.
- Providing 6th Formers with weak literacy skills with guidance on CV/application/personal statement completion.
- Providing support for students with the production of EPQs – this will cover research skills, wider reading guidance, planning suggestions, writing guidelines, training in presentation skills.



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SENCO

The SENCO will identify those pupils who need additional support and provide guidance for staff about these pupils through:

- Providing departments with the necessary KS2 data, and highlight those pupils with specific literacy weaknesses.
- Informing parents of pupils with reading difficulties and encouraging them to participate in the paired reading scheme.
- Liaising with the Head of English to identify those pupils who need to participate in the Progress Programme.
- Providing extraction classes / in-class support for those pupils with poor literacy skills.

Tutors

Tutors will be aware of, and assist pupils who have poor literacy skills through:

- Monitoring pupils' progress, through reports and assessment profiles.
- Checking that pupils are using their planners effectively.
- In Year 7, ensuring one tutor session per week is used for private reading.
- Using materials provided by Literacy Coordinator to lead literacy-based activities in tutor time.

Subject Teachers

Teachers will be responsible for the monitoring of the literacy skills of those pupils who they teach, within their own subject area through:

- Using relevant performance indicators for literacy to identify and respond to the individual needs of pupils. This data will include SATs, CATs, Reading Ages, as well as GCSE predictions for English Language.
- Following the department's marking policy.
- Following the guidance in the whole school Literacy Policy.
- Actively using the writing guidelines adapted for their department in the delivery of non-fiction writing tasks.

Reviewed by Sue Harding June 2009