



**Carre's Grammar School
A Robert Carre Trust School**

Policy for Whole School Literacy

Rationale

Literacy underpins the whole school curriculum and all teachers are teachers of literacy. As such, Carre's Grammar School is committed to improving standards of literacy in all students through a consistent approach across all areas of the curriculum. Literacy refers to the ability to communicate effectively in a variety of ways to a range of audiences. It unites the skills of reading, writing, speaking and listening. It is vital that students are allowed to become competent language users in order to lead successful and productive adult lives. Competence and confidence with literacy skills promotes self esteem and sense of purpose will undoubtedly impact positively upon levels of behaviour. Examinations demand high levels of literacy and it is those students who are literate who are more likely to achieve higher standards of attainment in public examinations. The more independent styles of learning can only be accessed where literacy levels are high. These styles of learning promote confidence and also assist in examinations where independent sustained writing is required. It is a requirement of the revised Ofsted criteria that subject areas take responsibility for students' language development.

This policy contains ideas that will be implemented throughout the course of the academic year 2015-2016 and will be revised at the end of this academic year.

Aims

- To assist in raising the profile of literacy within the school;
- To help raise levels of literacy by encouraging all students to achieve their full potential in their reading, writing, speaking and listening skills;
- To develop an effective use of these skills appropriate to a variety of contexts and audiences;
- To value the languages and communication skills which students bring to school, and use these as a starting point for learning;
- To have high expectations of students' literacy skills;
- To provide structured support for individuals who are experiencing difficulties in any area of literacy.

Principles

- Speaking, listening, reading and writing are all essential, interrelated elements of the learning process in all subject areas;
- The school acknowledges each individual has strengths and weaknesses in different areas of literacy;
- All teachers are teachers of literacy;
- All staff should have access to Inset training which allows them to be confident and effective teachers of literacy;
- Different subject areas use language which needs explaining and re-enforcing through a variety of methods;
- The school's monitoring and review process should include scrutiny of literacy teaching across the curriculum, and students' cross curricular application of literacy;
- Language is dynamic and responds to changing social circumstances and expectations;
- Language embodies cultural and social values;

- In its commitment to equal opportunities, the school values the ethnic and social diversity of its population and acknowledges some students may be skilled in a range of languages and dialects;
- Standard English should be promoted for academic and formal purposes.

Ways of promoting literacy across the curriculum

1. General:

- Value the opinions and ideas of all students.
- Involve students in the progress of their literacy development by providing regular feedback.
- Inform students of the purpose of any speaking and listening, reading or writing they do.
- Make texts in all subjects accessible to all students.
- Introduce students explicitly to subject specific terminology.
- Where appropriate, offer students frameworks to support extended writing tasks.

2. Speaking and Listening:

- Provide opportunities for exploratory talk in pairs and groups.
- Make explicit the ground rules and expectations of such talk.
- Make explicit the value of talk as an essential part of learning.
- Set speaking and listening tasks for homework.
- Provide opportunities to use varying degrees of formality appropriate to purpose and audience.

3. Reading:

- To encourage students to read for information and understanding as well as eliciting students' existing knowledge about a topic before reading.
- Teach the skills of reading graphics within texts; of interpretation of graphs, diagrams, etc and the relationship between these and the text.
- Provide a range of strategies to enable students to gain meaning from a text, e.g. text marking, cloze procedures, re-ordering of text sections.
- Provide opportunities for extended reading, as well as close reading, skimming and scanning.
- Support students in extracting information from a text and making notes. Texts should be decoded and age appropriate.
- Encourage students to think critically about the texts they encounter across the curriculum.
- A wide range of reading material should be available in each curriculum area, which is up-to-date, relevant and balanced.
- Teaching rooms should be stocked with appropriate dictionaries, glossaries, etc.
- For further clarification, a 'text' may be of the non-print sort, such as a film or painting, e- texts or multi-modal texts
- Value reading as an enjoyable activity in itself.

4. Writing

- Provide good models of particular kinds of writing and presentation.
- Provide opportunities for collaborative writing.
- Where possible offer a real audience and purposes for writing.
- Avoid, as much as possible, copying and dictation.
- Provide structures and frameworks to scaffold students' writing.
- Actively teach the styles of writing needed in the different subject areas.
- Model and demonstrate the writing process for students.
- Focus on content and technical skills.
- Offer opportunities for extended writing through planning, drafting, revising etc.
- Offer opportunities for students to write in a range of genres and formats.

- k) Encourage the learning of correct spellings and utilise the school's marking key (see below).
- l) Display students' work attractively.
- j) Help students choose appropriate registers and forms in which to write, appreciating differences between standard and non- standard forms of language.

Literacy needs of individual students:

Each individual has strengths and weaknesses, which may be highlighted, in the different areas of literacy: speaking, listening, reading and writing. Some students experience greater difficulties than others in achieving their language and literacy skills for a variety of reasons. Staff can help these students make progress by using the following strategies:

- a) Reward effort made by individuals.
- b) Use a range of teaching styles.
- c) Use a range of resources.
- d) Give students the opportunity to practise a range of skills and demonstrate their strengths.
- e) Differentiate class work and homework.
- f) Use supportive paired and group work.
- g) Be aware that literacy targets may be included on individual student profile
- h) Involve parents and carers.

Promoting literacy development through ICT

ICT can support student language and literacy in some specific ways:

- Word processing programmes help the surface features of writing – neat text, spelling, and presentation – allowing the student to concentrate on their ideas, and giving them pride in their work.
- Desktop publishing means that students can produce brochures, newspapers and books, which can encourage writing.
- Audio and graphics can support the reading of texts along with ebooks.
- Regular use of the internet to improve students' research and reading skills in all forms of media including books.
- Internet sites dealing with key literary texts provide extra resources.
- Texts that exist on the computer can offer an opportunity to read in a new way.

The role of the LRC in supporting literacy

The LRC is a key resource in fulfilling the following aims:

- To foster the range of reading skills outlined in the section on 'Reading'.
- To support students in their homework and project work.
- To provide a wide range of resources in a variety of media.
- To encourage and value reading for pleasure.
- To encourage the use of library resources by providing a pleasant and welcoming environment.
- To offer a base for students involved in the Paired Reading Scheme.

The LRC is open until 4.30 Monday - Thursday and students are able to attend after school sessions in the LRC.

Implementation at whole-school level

Roles and Responsibilities

The Literacy Coordinator will:

- Monitor and evaluate literacy across the curriculum, including observing a variety of lessons.
- Keep up-to-date with current initiatives and recommended good practice
- Co-ordinate cross curricular literacy initiatives.
- Guide the literacy representatives, through regular contact, on initiatives that they, in turn, can share with their subject leaders and departments.

The Departmental Literacy Representatives will:

- Attend all literacy training and meetings.
- Report relevant information.
- Share training with their departments.

Subject Leaders will:

- Ensure that the representative carries out their role within the department.
- Ensure that 'subject specific literacy' is clearly identified in schemes of work, and that there is obvious progression through the key stages.
- Integrate literacy marking into the department's marking policy.
- Ensure that all texts used within the department are accessible to all students.
- Ensure that the department's instruction of reading, writing, speaking and listening is in line with whole school's recommended pedagogy.
- Ensure that all department members are aware of the literacy demands of their subject and that progress is reviewed termly via departmental meetings.

All teaching staff will:

- Ensure that they are familiar with the specific literacy demands of their subject.
- Include a literacy objective in lessons where appropriate.
- Use the school/department agreed strategies in order to teach writing, speaking, listening and reading skills.
- Be aware of appropriate expectations of students and difficulties that might be experienced with literacy skills.
- Ensure they are familiar with the Carre's Grammar school whole school literacy policy.
- Use SEN and reading age information to ensure that resources and teaching and learning activities are differentiated accordingly.
- In lessons, routinely make students aware of the Literacy Focus of the term and ensure that their marking makes reference to this focus as well as normal subject specific issues.

Learning Support Assistants will:

- Support the teaching staff in the delivery of literacy objectives in lessons.
- Use information about SEN students or others whose literacy has been identified as weak, in order to support those students.

Carre's Grammar School Literacy Objectives

The priorities identified are:

Spelling

Each department will:

- Identify and display subject specific vocabulary.
- Use the literacy marking policy to identify and annotate high frequency and key subject words taking into account the differing abilities of students.
- Encourage the use of subject specific key words in context in the students' writing.
- Encourage students to use glossaries, dictionaries, individual planners and other reference material in order to check spellings.
- Check that students write correct spellings of misspelled words in accordance with literacy marking policy.

Writing

Each department will:

- Use the modelling process to make explicit to students how to write.
- Be clear about audience and purpose.
- Refer to 'vcop' (vocabulary, connectives, openers and punctuation) as a means of improving quality of writing.
- Use display/resources in order to promote learning.
- Use planning tools before writing.
- Use peer assessment as a means of improving work.
- Give quality written feedback in exercise books indicating how to improve.
- Use DIRT (dedicated improvement reflection time) for self assessment after an important piece of work when appropriate.

Monitoring and Evaluation

This policy will be reviewed and updated annually by EA. During the course of the academic year EA, supported by School Leaders, will monitor and evaluate the implementation of the whole school literacy policy using a variety of methods including: lesson observations, work sampling, scrutiny of subject development plans and literacy team meetings.

Adopted at the meeting CGS LGB on 14 November 2017

Next review.. November 2018 (Annual)