

LITERACY ACROSS THE CURRICULUM POLICY

Monitoring the Literacy Across the Curriculum Policy

The importance of monitoring the Policy is recognized by all teachers in the school.

Senior Managers have the role of ensuring that Departments are working within the Policy framework. Monitoring will be done through formal and informal meetings, lesson observations and periodic audits. Monitoring may also involve interviews with Head of Department, teachers with a responsibility for Literacy in their Department, members of staff or with students. Student work will be used to assess the success of the policy and its impact on pupil achievement.

Heads of Department should be leading by example and should use all appropriate means to ensure staff in their subject area are planning and teaching using the Policy to guide them. They should also regularly put Literacy on Department agendas, ensure that aspects of Literacy are incorporated in Schemes of Work and that all staff are supporting Literacy Alert Scheme. Heads of Department, in conjunction with any member of staff who may have a delegated role regarding Literacy, should provide structured opportunities for teachers to review the progress made in fulfilling the requirements of the Policy and to discuss ways of improving classroom practice.

The County Literacy Team also have a monitoring responsibility through meetings with Senior teachers or with any staff responsible for Literacy. They should use any other appropriate means to support and monitor the Policy within the school.

TEACH AND LEARNING POLICY

As a school we:

- Share good practice, focusing on methods of teaching literacy skills.
- Train staff, especially through school based INSET, to facilitate the development of a consistent, whole school literacy strategy.
- Encourage teachers and LSA's to have common literacy goals based on clear expectations of pupils in each year group. (See appendix).
- Enable pupils to acquire the language skills to articulate, explain and justify their ideas and understanding.
- Raise attainment by using literacy skills as a key for student to learn confidently and effectively in every subject.

All departments should:

- Understand and implement the statutory requirements for literacy in their own subject area and build language activities into schemes of work across the Key Stage.
- Seek to increase teachers' "literacy awareness" and knowledge.
- Set specific literacy targets for all ability levels, establishing clear expectations and progression.
- Make language use an integral part of teacher and pupil evaluations.
- Provide resources that cater for different levels of ability.
- Liaise with SEN and English departments to find practical ways of helping pupils who struggle with literacy.
- Support the Literacy Target Alert scheme which focuses pupil attention on specific literacy targets every half-term.

The SEN department will:

- Provide a reading and spelling age for each pupil on intake and at the start of KS4.
- Offer advice and support to departments.
- Advise parents on the best ways to support their children the development of literacy skills.
- Provide specialist remedial help to overcome certain literacy problems.

SMT should support literacy strategy by:

- Appointing a person responsible for co-ordinating and evaluating school literacy policy.
- Allocating a member of the SMT to be responsible for overseeing the development and application of the school's policy and strategy.
- Setting a budget to provide for cross-curricular literacy resources.

WRITING POLICY

As a school, we believe that:

- Writing is of central importance throughout school life.
- Clear writing is a valued and visible skill at work and in society.
- Much written work needs to be planned and structured.
- Writing skills are transferable and cross-curricular.
- The writing of our pupils can be improved.

All departments should:

- Audit and understand the requirements of writing in their own subject area.
- Build in opportunities for progressively more challenging writing into schemes of work.
- When setting teaching tasks, explain to pupils the purposes of the writing, the intended audience, the conventions of the font and style.
- Model for pupils how to plan, draft, proofread and correct their writing and encourage peer editing.
- Use writing frames when required.
- Require legible handwriting, accurate spelling and careful punctuation.
- Provide access to word processing.
- Teach spelling strategies (mnemonics etc.) for subject specific vocabulary.
- Make classrooms supportive of literacy with displays of posters, word walls, concept maps and good examples of specific types of writing.
- Consult the Literacy Co-ordinator for support when necessary.

To support struggling writers, teachers will:

- Provide simpler writing frames, paragraph starter prompts, key vocabulary, diagrams and illustrations to stimulate writing.

The SEN department will:

- Provide advice to teachers on pupils' particular needs.

READING POLICY

As a school, we believe that all pupils must:

- Have ready access to books; and other literacy sources – internet, CD Roms, and electronic texts.
- Be fluent and confident readers who read with understanding.
- Value books and see them being valued by others.
- Have strategies for coping with reading a range of texts.

All departments should:

- Plan opportunities for progressively more challenging reading into their schemes of work.
- Access the readability of texts used with pupils and match it to ability.
- Use directed reading tasks which involve active reading and interaction with texts.
- Teach and use a range of reading strategies – skimming, scanning, speed reading, close textual study, inferential reading, comparing and contrasting, using evidence to support ideas etc.
- Provide word lists and ensure pupils understand, have heard in context or can use words specific to the subject.
- Differential worksheets.
- Have a selection of materials relevant to the topics studied; e.g. books, posters, magazine articles, CD Rom's and videos.
- Teach how sources of information should be used.
- Encourage discussion, analysis and comparison of texts.

Departments will support struggling readers:

- Write clearly on white/blackboards when necessary, or preferably provide worksheets in Arial14.
- Use the OHP for reading to model how they read texts.
- Read aloud or tape difficult texts.
- Alert SEN department to difficulties pupils may be having with reading.
- Liase with LSA's before lessons whenever possible.

SPEAKING AND LISTENING POLICY

As a school we believe that:

- Speaking and listening are of central importance in the learning process.
- That both skills are highly valued by all staff and by our society.
- That planned and well-structured opportunities for improving both skills should be given in all subjects.
- Oracy skills are transferable and cross-curricular.
- The speaking and listening of our pupils can be improved.

All departments should:

- Audit and understand the oracy requirements made upon pupils in their subject area.
- Build in opportunities to structure and guide pupils in their speaking and listening activities e.g. encouraging pupils to use subject specific vocabulary, to be aware of purpose of the activity, to understand the nature of the audience or how to use the information they are listening to.
- Model an oral activity where necessary.
- Create a learning environment conducive to the constructive use of speaking and listening by all pupils across a range of different contexts e.g. types of task, individual, paired and group work.

To support pupils who lack the confidence and the skills needed for speaking and listening well teachers will:

- Provide simpler guidelines, structured prompts, key vocabulary, diagrams, illustrations, and extra support wherever possible.

The SEN Department will:

- Provide advice to teachers on pupils' particular needs.