ARDEN

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Name of Policy	Literacy Policy	
Lead	Linda Page, Deputy Headteacher	
Governor Committee	Teaching & Learning Committee	
Policy Status	Draft	Sept 2014
	Awaiting Governor Approval	No
	Governor Approved	December 2021
Version No.	2	
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Next Review	Autumn Term 2023	
Reviewed	08/10/2014 – minor changes to layout	
	6th June 2016 – no changes	
	5th June 2017 – no changes	
	4th June 2018 – inclusion of Accelerated Reader Programme	
	7th October 2019 – minor changes to reflect new lead	
	3rd December 2021 – no changes	

Rationale

The development of literacy skills across all curriculum areas is vital. Effective Literacy across the Curriculum will not only develop pupils' ability to:

- Write for a variety of purposes and audiences, collect information, organise ideas and write accurately to show "what they know" across subject areas
- Access information and read with understanding and comprehension
- Speak and listen effectively across a range of contexts, developing their ability to negotiate, hypothesise, present information and extend and clarify their ideas and thinking.

Development of literacy skills will also have a positive impact on their self- esteem, motivation and ability to work independently. We believe that we should equip our pupils with the necessary transferable skills to be fully literate in the 21st century and, as such, literacy is at the heart of the school's core values.

> *"In the secondary schools where teachers in all subject departments had included an objective for literacy in all the lessons, senior managers noticed an improvement in outcomes across all subjects as well as in English."* Ofsted: Removing Barriers to Literacy 2011

Responsibilities

The designated SMT will:
- Lead on Literacy across the curriculum and ensure it has a high profile
- Liaise with relevant stakeholders when monitoring impact
- Audit current provision, determine priorities and plan strategy
- Ensure effective development of whole school policy and practice
- Establish communication and liaison between curriculum areas and opportunities to develop and share good practice through:
  - Establishing communication and liaison between the school and stakeholders, e.g. parents/guardians, governors and outside agencies
  - Monitoring and evaluate the effectiveness of Literacy work across the school
  - Facilitating and leading CPD
  - Providing guidance, strategies and signposting to empower parents to support their child's development in Literacy, i.e., Year 7 Literacy Information Evening.

Heads of Subject will:
- Adopt a consistent approach to teaching literacy skills in lessons
- Be familiar with and implement a range of strategies aimed at equipping students with the necessary literacy skills to succeed
- Disseminate strategies within their own department and also provide feedback at cross-curricular meetings where appropriate
- Indicate in schemes of work where subject specific literacy skills will be explicitly taught
- Use the school reward systems to praise pupils' improvements in Literacy.

Teachers of English will:
- Provide support to other departments as appropriate
- Make pupils aware that literacy skills are transferable to other subjects
- Provide informal opportunities to highlight literacy through a range of events
- Support the Accelerated Reader (AR) programme through library lessons.

The School Librarian will:
- Promote reading around school
- Organise events and activities which promote and encourage the development of literacy
- Support subject areas in the literacy work
- Support the AR programme through Library lessons and reading awards.

Parents will:
- Encourage their children to use the range of strategies they have learned
- Encourage children to read a range of texts in accordance with the AR programme which is additionally outlined at the Year 7 Literacy Information Evening.

Pupils will:
- Take increasing responsibility for recognising their own strengths and weaknesses and identifying next steps for improvement, specifically through their responses to teacher feedback
- Participate in the AR programme.

Specific Strategies to include in planning, teaching and learning

- Highlight the importance of subject specific literacy with pupils
- Highlight the links between reading, writing and speaking and listening
- Ensure progression in development in reading, writing, speaking and listening.

See appendix for additional specific support for reading, writing, speaking and listening

Specific Assessment Strategies

- Departments will comment on the literacy skills demonstrated by pupils as part of on-going formative and summative assessment. Relevant success criteria will be made explicit to pupils. See the *Assessment Policy* for further guidance on this.
- Departments will take pupils' literacy skills into account when giving feedback to parents
- Departments will demonstrate high expectations over the standard and presentation of all written work
- Assessment of pupils' literacy skills will feed into future planning.

<u>Monitoring and Evaluation</u>

Senior Leaders will monitor progress regularly and will report back to staff, parents, pupils and governors. The following methods will be used:

- Work sampling
- Observations and learning walks
- Pupil interviews
- Scrutiny of development plans and departmental planning
- Data analysis.

Appendix 1

Specific Strategies: Reading

Pupils will have opportunities to:

- Develop research skills using print, media and multi modal texts
- Develop ability to skim and scan texts, highlighting important information
- Develop comprehension skills
- Develop confidence in handling a variety of texts.

Teachers will aim to:

- Specifically highlight reading strategies to support pupils, e.g. skimming, scanning, re reading to check meaning, predicting, empathising
- Highlight structure, layout, format and other "signposts" in texts typical of their subject
- Support pupils in developing effective highlighting and note making skills
- Support pupils in developing their ability to interrogate texts to access literal and implicit meanings
- Support pupils in recognising and challenging bias.

Specific Strategies: Writing

Pupils will have opportunities to:

- Write in a variety of forms for different purposes and audiences
- Plan, draft and discuss their writing
- Review different texts, developing their understanding of key features of a range of text types.

Teachers will aim to:

- Offer student a range of appropriate models for writing and highlight the key features and criteria for success for each one
- Provide support for effective planning
- Model writing (e.g. the first paragraph) so pupils are able to see "how it's done"
- Use shared and guided writing where appropriate
- Offer opportunities to complete extended pieces of writing
- Use talk to develop ideas for writing
- Support pupils with spelling strategies
- Develop effective proof reading strategies.

Specific Strategies: Speaking and Listening

Pupils will have opportunities to:

- Use talk for a range of purposes and audiences and in formal and informal contexts
- Use talk to develop, extend and present ideas
- Use talk to hypothesise and test theories
- Use talk to solve problems and work collaboratively
- Listen for specific purposes.

Teachers will aim to:

- Provide opportunities to present ideas in a range of formal and informal contexts
- Use questioning techniques (e.g. no hands up, paired talk, use of Blooms Taxonomy to formulate questions, thinking time, open questions) to extend thinking and generate new questions
- Use a variety of grouping strategies (e.g. pairs, triads, jigsaw grouping, envoys)
- Support helpful talk behaviours (e.g. building, challenging, questioning, summarising)
- Give pupils the opportunity to take on various roles within a group (e.g. scribe, chair)
- Model effective listening
- Provide a clear focus for listening.