

ST CHRISTOPHER'S CE HIGH SCHOOL LITERACY POLICY

OVERVIEW

Literacy is a set of skills that are fundamental to education. The Department of Education requires the curriculum to offer opportunities for pupils to develop speaking and listening, reading and writing skills that make cross-curricular links with other subjects. The Department also states that pupils should be offered opportunities to redraft their own work in the light of feedback. This redrafting should be purposeful, moving beyond proofreading for errors to the reshaping of whole texts or parts of texts.

Literacy involves more than the mechanics of speaking and listening, reading and writing. It requires that pupils should be encouraged to:

- make extended, independent contributions that develop ideas in depth;
- make purposeful presentations that allow them to speak with authority on significant subjects;
- engage with texts that challenge preconceptions and develop understanding beyond the personal and immediate;
- experiment with language and explore different ways of discovering and shaping their own meanings;
- use writing as a means of reflecting on and exploring a range of views and perspectives on the world.

Literacy is about pupils' ability to function in society in the future as private individuals, active citizens, employees or parents. It is about their self-esteem, their interaction with others and their employability.

Ofsted

Future Ofsted inspections will place a stronger emphasis on effective whole-school literacy policies and their successful and systematic implementation across the school. The Ofsted descriptors for an outstanding school now include the following criteria:

- excellent practice ensures that all pupils have high levels of literacy appropriate to their age;
- pupils read widely and often, across all subjects;
- pupils develop and apply a wide range of skills to great effect, in reading, writing and communication;
- the teaching of reading, writing and communication is highly effective and cohesively planned and implemented across the curriculum;
- excellent policies ensure that pupils have high levels of literacy, or pupils are making excellent progress in literacy.

Teachers' Standards

The new Teachers' Standards (2012) require that all teachers, "demonstrate an understanding of, and take responsibility for, promoting high standards of literacy, articulacy and the correct use of Standard English".

AIMS AND OBJECTIVES OF LITERACY POLICY

1. To help raise standards of literacy across the curriculum.
2. To encourage all staff to recognise that they are facilitators of literacy and contribute to the development of pupils' literacy and communication skills.
3. To provide staff with strategies to encourage pupils' literacy development.

ROLES AND RESPONSIBILITIES

Senior Leadership Team:

- leading and giving a high profile to literacy;
- accepting overall responsibility for the delivery of the School's Literacy Policy;
- providing opportunities for staff training;
- monitoring the cross-curricular implementation of the Literacy Policy;
- monitoring exam and assessment outcomes to ensure that no group is disadvantaged with respect to race, ethnicity or gender;
- ensuring that data pertaining to pupils' reading and writing ages is available to staff;
- securing a separate literacy budget.

Head of Department:

- ensuring that subject specific literacy is clearly identified in schemes of work and that there is obvious progression through the key stages;
- monitoring the work of the department with regard to the inclusion of subject specific literacy strategies in lesson planning;
- encouraging good practice, for example, modelling and close collaboration between colleagues in order to promote literacy developments;
- using available assessment data to identify appropriate literacy strategies;
- encouraging the use of displays within their curriculum area that contain Standard English and support whole school literacy.

ALL STAFF:

- ensuring that they are familiar with the specific literacy demands of their subject and ensure sufficient coverage of these skills in their lesson planning;
- being able to identify a pupil's literacy strengths and weaknesses and knowing how to build upon these in order to promote pupil progress;
- reporting on a pupil's standard of literacy at Parents' Evenings, as appropriate and encouraging parents to support their child's developing literacy;
- ensuring that pupils take increasing responsibility for recognising their own literacy needs and making improvements;
- having a literacy focus where appropriate, such as key words, spellings, grammar and planned opportunities for pupils to practice technical terms;

- having literacy displays in their classroom, such as word walls, guidelines to support literacy across the curriculum and literacy for their specific subject areas, such as key words.

IMPLEMENTATION

Each curriculum area will seek to promote the links between reading, writing, speaking and listening within their own subject area.

In all subjects, teachers will provide pupils with opportunities to improve their literacy development.

CLARIFICATION OF WHAT IS MEANT BY THE DIFFERENT STRANDS OF LITERACY

Speaking and Listening:

- participating in collaborative talk that clarifies and deepens understanding;
- using collaborative speech to prepare for tasks;
- adapting speech for a range of circumstances and levels of formality, including paired and group discussions and speaking to a larger audience;
- using varied and specialised vocabulary and appreciating the differences between Standard English and non-standard dialect forms;
- speaking for a range of purposes: narrate, analyse, explain, reflect, discuss, persuade, evaluate;
- listening and responding appropriately.

Reading

- encouraging pupils to de-code specialised vocabulary;
- selecting, prioritising and organising information from a wide range of texts and sources including print, media and ICT and evaluating these sources;
- identifying different reading strategies which are suitable for their subject area, for example, skimming and scanning, text-marking and note taking effectively, in order to locate information, research and appraise texts. □ drawing pupils' attention to the purpose of a text (inform, advise, persuade, imagine);
- drawing pupils' attention to the structure and layout of a text.

Writing

- providing pupils with modelled and annotated examples of writing;
- writing at length and in a structured form;
- displaying useful phrases to help pupils link and develop their ideas;
- defining the appropriate style for pieces of writing;
- teaching pupils to spell subject specific vocabulary through subject spelling lists and spelling strategies;;
- encouraging pupils to plan, draft, re-draft and edit;

- presenting their writing clearly using accurate punctuation, correct spelling and legible handwriting;
- applying word processing conventions and understanding the principles of creating multi-media texts.

(Although the above is divided into three sections, it is recognised that speaking and listening, reading and writing are interdependent.)