

Chadwick High School Literacy Policy

Good Literacy is a key factor in raising standards across all curriculum areas.

At Chadwick High School, we believe that successful learners require sound literacy skills. Our pupils bring with them a variation of knowledge, skills and learning. It is crucial therefore that good literacy underpins all areas of learning, if pupils are to receive their entitlement to a broad and balanced curriculum, to achieve their full potential and to develop as lifelong learners.

What is Literacy?

Literacy: The ability to read or write; competence or knowledge in a specified area (Concise Oxford English Dictionary, 2004)

Literacy is clearly about reading and writing. It is also about thinking and speaking and listening and about posing questions and suggesting answers. It is impossible to overstate the importance of strong literacy skills – pupils must be able to express themselves clearly if successful learning is to take place.

All staff must contribute to the development of literacy skills. It is crucial that staff follow an agreed policy, if we are to allow our pupils to achieve their potential and consequently raise standards.

Literacy involves:

- Helping pupils to develop and use confidently the vocabulary to express themselves within the cognitive demands of each curriculum area.
- Improving reading so that pupils can learn from diverse sources.
- Enjoying reading.
- Enabling pupils to order their thinking, for instance through adult modelling of good practice.
- Helping develop pupils' thinking skills; encouraging an enquiring mind, free from 'fear of failure'.
- Raising pupils' self-esteem and motivation.
- Helping pupils to become better communicators: able to distinguish between different audiences and to select appropriate terminology.
- Ultimately enabling pupils to become independent learners.

Long Term Aims:

Literacy must not be seen as purely the domain of English. The purpose of this policy is to develop a consistent, whole school approach to the teaching of literacy skills across all curriculum areas. As teachers, we must ensure that we are aware of where our pupils can practise their skills of reading, writing, thinking, speaking and listening and actively seek opportunities to develop and embed skills.

All staff must:

1. Use the agreed literacy marking code when giving students feedback. This is to be discussed with pupils, who should be given time to respond to feedback and edit their work.
2. Encourage students to proof read and edit their work.
3. Raise awareness with all pupils about the importance of literacy.
4. Develop pupils' confidence and competence in oral and written communication in all curriculum areas.
5. Work towards raising standards through the improvement of existing literacy skills.
6. Demonstrate good practice in reading, writing, thinking and speaking and listening.
7. Differentiate for individual pupils to help them achieve their potential.
8. Work to ensure the transference of literacy skills across subjects.
9. Consistently have high expectations and share these with pupils.
10. Adopt whole school strategies for developing literacy skills e.g. the use of writing frames to support written work.
11. Regularly remind pupils to use literacy skills they have been taught.
12. Use standard terminology where possible, for instance: writing frame, word bank.
13. Be aware of problematic vocabulary, for instance the word 'volume' having a different meaning in Mathematics and Music, and take action to prevent confusion.
14. Make opportunities for developing literacy explicit in planning.

READING SKILLS

Pupils need good reading skills to access sources in all areas of the curriculum. It is important that they wish to engage with the text, and therefore remain focused on the task. We should aim to increase stamina when reading and encourage independent reading of texts or sections of texts. We should ensure that texts provided are at an appropriate level for individual readers. We aim to promote independent learning through the development of reading skills and strategies, for instance choosing when to skim for the gist of a text, and when to scan for specific information. Pupils should be taught to relate reading material to subject specific learning objectives. We must ensure that as readers, pupils realise that reading often takes time and practice, and that some texts need re-reading to develop clarity and comprehension. We need to provide pupils with opportunities for adventurous reading throughout the curriculum, and to provide support where needed.

READING POLICY

1. Reading and spelling ability will be assessed on entry. Information on reading ability and learning styles will be shared with all staff via the Education Provision Plan.
2. Literacy Intervention Plans will be devised for pupils assessed as requiring additional support. A range of materials and strategies will be used to engage pupils.

3. Staff will ensure that reading is part of the learning process, in all areas.
4. Staff will provide opportunities for close reading, for instance cloze procedure tasks, sequencing, text-marking, colour coding, prediction etc.
5. Pupils need opportunities to build on existing knowledge and skills; these must be made explicit to pupils.
6. Pupils must be asked to read with a clear purpose, and to promote their understanding.
7. All pupils will be encouraged to read for pleasure for 15 minutes every morning (ERIC session).
8. Staff should ensure that literacy skills are addressed in all schemes of work.

WRITING SKILLS

When providing opportunities for, in particular, extended writing, in all areas of the curriculum, teachers should:

1. Establish clear aims – pupils should know why they are writing, and who the audience is.
2. Provide examples – these can be used to demonstrate what is expected.
3. Explore the features of a text type – eg sentence structure, use of sub-heading, paragraphs, illustrations, verb tense, use of passive voice etc.
4. Define the conventions – establish what is needed for this type of writing, as opposed to any other; compare and contrast with other texts covered in this subject.
5. Compose together – as in shared writing; teacher models thinking and drafting process.
6. Scaffold first attempts – provide writing frames, word banks, sentence starters etc.
7. Lead on to independent writing – pupils will need different amounts of support prior to this stage.
8. Draw out key learning – what is expected of different text types? E.g. verb tense, passive or active voice, sentence structure, organisation etc.
9. Make opportunities for developing literacy explicit in planning.

WRITING POLICY

1. A level/grade for writing will be assessed on entry and shared with all staff via Behaviour Watch Mark Book.

2. Literacy Intervention Plans will be devised for all pupils assessed as requiring additional support. A range of materials and strategies will be used to engage pupils.
3. Literacy targets will be set and reviewed termly and shared with staff.

SPEAKING AND LISTENING SKILLS

In order to improve pupils' attainment, we must use strategies that promote **effective listening**, for instance asking different pupils to listen for specific information. Pupils should be able to value and respect the contributions of others and to build on these. Pupils and staff should be aware of the importance of speaking and listening skills across the curriculum, and activities should be undertaken to develop these. It is important that pupils should appreciate their own linguistic heritage, while identifying where Standard English should be used. We aim to provide our pupils with opportunities for purposeful talk, for instance describing and debating, explaining. Pupils should be able to select and use appropriate forms of language for different purposes. They should be given the opportunity to challenge what they hear, for instance when evaluating historical sources. All staff should seek to model examples of good speaking and listening. This might be as simple as making eye contact with the person speaking. Staff are asked to be aware of:

1. The quality of the material we ask pupils to listen to.
2. The purpose of listening.
3. How material to be listened to is presented to pupils.
4. The learning environment.
5. The need for pupils to be given opportunities to reflect on their speaking and listening skills.
6. Provide opportunities for paired and group talk, with a clear focus.
7. The fact that pupils need to be taught how to make notes e.g. identifying key vocabulary, use of an individual short- hand etc.

IMPLEMENTATION, MONITORING AND REVIEW OF LITERACY POLICY

SLT will continue to develop and support this policy and review its progress and value to teachers annually. Work samples will be scrutinised as part of the quality assurance process and discussion as regards good practice will take place with staff as part of the INSET training programme.