

Literacy across the Curriculum
Whole School Literacy Policy

Date: 18th January 2019

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Literacy across the Curriculum

Literacy

Literacy is important because it enables students to gain access to the subjects studied in school, to read for information and pleasure, and to communicate effectively. Good literacy skills are vital if young people are to be successful not only at school, but in the wider local, national and international community.

All departments and all teachers have a crucial role to play in supporting students' literacy development. All teachers are teachers of literacy. As such, the staff of Bridlington School are committed to developing literacy skills in all of our students, in the belief that it will support their learning and raise standards across the curriculum, because:

- Literacy and learning can have an impact on students' self-esteem, on motivation and behaviour. Literate students learn independently. Literacy is empowering.
- All students need vocabulary, expression and organisational control to cope with the cognitive demands of subjects;
- Reading helps us to learn from sources beyond our immediate experience and understand different viewpoints;
- Writing helps us to sustain and order thought and express our understanding or opinions;
- Language helps us to reflect on, revise and evaluate the things we do, and the things others have said, written or done;
- Responding to higher order questions encourages the development of thinking skills and enquiry;

Aims

Bridlington School is committed to raising the standards of literacy for all of its students, so that they develop the ability to use Literacy skills effectively in all areas of the curriculum and as a platform for the demands of further education, employment and adult life.

Literacy underpins the school curriculum by developing students' abilities to speak, listen and communicate, to think, explore and organise. This includes helping students to express themselves orally and in writing. Bridlington School aspires to have literate students; by Year 11, our students will have developed the necessary literacy skills to enable them to succeed both in external examinations and in life.

In order to achieve this, we aim to produce powerful communicators across the curriculum. Powerful communication comprises:

- the successful application of reading and writing skills;
- the ability to converse effectively in a range of contexts and for different purposes.

Speaking and Listening

We aim to teach students how to participate appropriately in groups and in the whole class, including:

- using talk to develop and clarify ideas;
- improving expression and vocabulary;
- identifying the main points to arise from a discussion; listening for a specific purpose; discussion and evaluation.

Reading

We aim to teach students to:

- read for pleasure;
- read for information;
- read fluently;
- read with greater understanding;
- locate and use information;
- provide evidence for arguments;
- follow a process or argument;
- summarise;
- synthesise and adapt what they learn from their reading;

Writing

We aim to develop students written language skills through:

- teaching basic grammar and punctuation;
- using the modelling process to make explicit to pupils *how* to write;
- being clear about audience and purpose;
- providing opportunities for a range of writing (including extended, where possible);
- engaging students in peer and self-assessment, sharing success criteria and allowing students to set personal targets for improvement;
- providing students with diagnostic marking and feedback about their writing;
- maintaining up-to-date displays of written work, punctuation and grammar rules.

Delivery of Literacy

Each department will promote reading through:

- teaching students and modelling how to read in ways that are special to that department's subject needs;
- encouraging students to use a range of reading strategies to improve their understanding;
- encourage students to organise and structure information and gather ideas clearly.

Students will also have developed the skill of reading for meaning, enabling them to understand what examination questions require them to do. Opportunities from extended writing should be included in schemes of learning, where appropriate. *Where relevant*, all schemes of work should include specific literacy objectives. Literacy should also form part of lesson starters and plenaries, when it is appropriate to the focus of the lesson. Key spellings should be addressed within subject areas; teachers should prioritise teaching subject specific spellings alongside correcting basic spelling, punctuation and grammar errors.

Roles and Responsibilities

Senior Leaders:

Lead, monitor and give a high profile to literacy.

English Department:

- provide students with knowledge, skills and understanding they need to read, write and speak and listen effectively;
- provide access to schemes of learning which support progression and an even coverage of the four main skills (speaking, listening, reading and writing);
- encourage students to read and write with confidence, passion, fluency and understanding;
- enable students to understand a range of text types and genres;
- identify literacy priorities, targets and objectives;
- address common errors, misconceptions and explicitly plan to address these;
- assess, record, monitor and use a range of data to identify curricular targets and provide intervention, where necessary or appropriate;
- use Register and Reading activities to encourage reading for pleasure and expose students to a wealth of literature (especially in years 7-9);
- provide opportunities in lessons, PD and tutor time for students in years 10 and 11 to read a range of texts (outside the GCSE set texts);
- model different types of reading;
- share their passion for reading and recommend books and authors.

Students:

- take increasing responsibility for recognising their own literacy needs and making improvements;
- actively participate in Accelerated Reader during PD and English in years 7 and 8;
- read a range of texts and engage in reading across the curriculum.

The Literacy Co-ordinator:

- support departments to implement strategies to develop cross curricular literacy skills;
- encourage departments to learn from each other's practice by sharing ideas (lead by Literacy Links representing each subject area);
- coordinate, monitor and report on reading and spelling ages and progress, providing intervention (where necessary);
- promote reading for pleasure through extra-curricular activities (such as World Book Day celebrations etc.).

The SEN Department will:

- provide intervention for students whose literacy skills have been identified as needing support by teachers;
- actively check literacy in lessons by supporting students when completing extended writing,
- model oracy;
- support reading (aloud, 121, in lessons, for comprehension etc.);
- complete Student Passports, set and monitor literacy targets, where appropriate.

Teachers across the curriculum will:

- understand that they are teachers of literacy ;
- teach specific literacy skills within their lessons, where appropriate;
- support the English department and Literacy Team by contributing to pupils' development of spoken and written language;
- use the modelling process to make explicit to students how to read and write;
- model oracy and encourage students to articulate and develop verbal responses;
- use scaffolding and supportive techniques in order to support extended writing;
- share good practice between colleagues to ensure consistency of approach and support colleagues where needed;
- liaise with the literacy coordinator, where necessary, to ensure that texts are age appropriate, while still challenging;
- prioritise reading in lessons to ensure opportunities are provided for students to access and appreciate a wealth of literature;
- provide opportunities for students to read and access and range of texts (including reading for pleasure) and provide opportunities for a range of writing (including extended writing, where appropriate);
- promote reading for pleasure (by sharing and recommending texts, reading in lessons – for example);
- use the Whole School Literacy Marking Policy Codes in line with Whole School and Department Marking Policies (see appendix A).

Year 7 and 8 tutors will:

- actively participate in the Accelerated Reader programme during PD;
- encourage students to become independent readers and to read for pleasure;
- foster an environment where silent reading is encouraged;
- monitor the success of students completing reading challenges;
- monitor book records in planners;
- model and share their own reading and recommend books/ authors;
- be monitored by the Literacy Coordinator, through PD drop ins and paperwork or planner scutinies.

Learning environment

Bridlington School is committed to providing:

- displays of reading material relevant to the topic or national curriculum subject; each classroom, where appropriate, should promote subject-specific vocabulary which students are encouraged to use regularly.
- high quality reading material, which is up-to-date, relevant and balanced in its presentation of ethnicity, culture and gender.
- access for students to the school library; access for students to a good quality range of texts during lessons.

- dictionaries, glossaries and lists of appropriate subject vocabulary that are available during lessons, and which students are encouraged to use.
- access to appropriate audio visual equipment.
- a classroom environment which is conducive to good literacy practice.

Planning

When planning lessons, teachers should:

- provide opportunities for students to access a range of texts that are age appropriate, yet challenging;
- ensure that lessons are sequenced to develop fluency, confidence and enjoyment in reading;
- make clear the intended purposes of reading within our curriculum e.g. describe, repeat, interpret or analyse texts read;
- teach and give opportunities to practise skimming for overall meaning, scanning for key points, words or phrases, or close reading;
- teach and give opportunities to practise sifting and selecting information and taking notes from texts;
- teach and enable students to infer and deduce meanings, recognising the writer's intentions;
- teach and give opportunities to research and investigate using printed words, moving images and ICT texts;
- teach how to use quotations selectively to support points and link them to students' own comments;
- allow students time to address common literacy errors;
- embed and correct (when misspelt) subject specific spellings.

Monitoring and Evaluation

We will make use of available data to assess the standards of students' literacy. We will record and monitor reading spelling ages in Years 7 and 8, providing intervention where necessary.

Possible approaches to monitoring are:

- testing on entry, annually and at the end of each intervention programme to monitor impact;
- sampling work – both students' work and departmental schemes;
- observation – student tracking and literacy teaching;
- scrutiny of development plans;
- encouraging departments to share good practice by exhibiting or exemplifying students' work and peer observation.

Inclusion

Bridlington School students are entitled to our highest expectations and support. Some will need additional support and others will need to be challenged and extended. Strategies that we can use include:

- questioning or discussion;

- adjusting the demands of the task;
- adapting or using texts that student can access or understand;
- the use of additional support and structured writing;
- use of group structures;
- guided reading;
- a range of resources tailored to students' needs;
- creating an atmosphere where students evaluate their own and others' work;
- providing opportunities to reflect on work and make improvements;
- providing 121 or small group intervention and monitoring impact and progress of this.

Appendix A

Bridlington School Literacy Policy

Code/ Symbol	
	'Good' or correct work.
	You have made a mistake with capital letters. Check your work carefully.
	You need a new paragraph. Remember to organise and structure your work.
	You have made a spelling mistake. Take time to correct it.
	You have misused punctuation. Take time to correct it.
	This is an area of weakness. (Teacher comments will explain why.)
	This is factually incorrect.
	You've missed something out. Proof read your work carefully.

If it is not clear, ask your teacher to explain.