



LITERACY ACROSS THE CURRICULUM POLICY

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 communicate 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
- Develop subject specific and general vocabulary and understanding of tier 2 words

It will also have an 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.

Specific strategies to include in planning, teaching and assessment

- Highlight the importance of subject specific literacy with pupils
- Highlight the importance of literacy basics in all subject areas (capital letters, apostrophes, homophones)
- Highlight the links between reading, writing and speaking and listening in English and other subjects
- Highlight the need for planning for longer writing tasks in all subjects
- Support the teaching of planning strategies through teacher modelling and scaffolding
- Include time for pupils to respond to literacy marking and feedback during lesson time
- Highlight the importance of and understanding of key tier 2 words that occur across exam subjects
- Model the subject specific strategies for reading in all subject areas

See Appendix A for additional specific support for reading, writing, speaking and listening.

Responsibilities

SLT will:

- Lead on Literacy across the Curriculum and ensure it has a high profile

AHT overseeing Literacy co-ordinator will:

- Work with SLT to 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 leading the Literacy items at Curriculum and Assessment meetings and Learning and Teaching meetings
- Establish communication and liaison between the school and stakeholders, e.g. parents/carers, governors and outside agencies
- Monitor and evaluate the effectiveness of Literacy work across the school with SLT
- Facilitate and lead CPD

SENCO will:

- Provide support to pupils with SEN when learning literacy basics
- Continue to teach basic literacy skills in the Learning Support Centre
- Work with the Literacy Coordinator to ensure that Teaching Assistants give appropriate support to pupils with basic literacy

Teachers across all subject areas will:

- Adopt a consistent approach to teaching literacy basics in lessons
- Highlight basic literacy errors in pupil work
- Give pupils time to correct these mistakes in lesson in line with the Assessment and Feedback policy
- Teach and model for pupils the specific conventions for reading and writing in their subject
- Act as a role model for good literacy and effective communication
- Teach specific tier 2 vocabulary

Teachers of English will:

- Provide support to other departments as appropriate
- Make pupils aware that literacy skills are transferable to other subjects
- Continue to teach basic literacy skills

Form tutors will:

- Ensure that pupils take part in private reading at least once per week
- Monitor pupils' reading
- Check pupils have access to a reading book as part of basic equipment checks

Parents will:

- Encourage their children to use the range of strategies they have learned
- Encourage their children to read at home

Pupils will:

- Take increasing responsibility for recognising the need for accurate spelling, punctuation and grammar and correct any errors that are highlighted in their work by teachers
- Take part in private reading as part of the tutorial programme

Monitoring and Evaluation

Senior Leaders and the Literacy Co-ordinator will monitor progress of pupils' accuracy with basic literacy and will report back to staff, parents, pupils and governors. The following methods will be used:

- Work sampling
- Observations and learning walks
- Pupil interviews

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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
- Interpret and work out the meaning of unfamiliar words

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 with strategies to decode unfamiliar words

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 students 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”
- Scaffold writing as appropriate for longer writing tasks
- 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, 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