



Literacy Policy

Applicable to:	✓	Astley Community High School
		Seaton Sluice Middle School
		Whytrig Middle School
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“Language is the prime medium through which pupils learn and express themselves across the curriculum and all teachers have a stake in effective literacy.”

Rationale

Literacy underpins the school curriculum by developing students’ abilities to speak, listen, read and write for a wide range of purposes, using language to learn and communicate, to think, explore and organise. Helping students to express themselves clearly orally and in writing enhances and enriches teaching and learning in all subjects. All departments and all teachers have a crucial role to play in supporting students’ literacy development.

Aims

The aims of this policy document are to:

- Support students’ learning in all subjects by helping teachers to be clear about the ways in which their work with students contributes to the development of students’ communication skills;
- Develop a shared understanding between all staff of the role of language in students’ learning and how work in different subjects can contribute to and benefit from the development of students’ ability to communicate effectively;
- Recognise that language is central to students’ sense of identity, belonging and growth;
- Raise students’ own expectations of achievement, thus raising standards;
- Develop students confidence and self-expression;
- Promote knowledge and understanding of the students’ standards of achievement and assessment in speaking and listening, writing and reading, and the identification of any areas of strength and weakness.

Aims for the different sections of literacy

At ACHS we feel literacy is broken into 3 areas, Speaking and Listening, Reading and Writing; however we recognise that the three language modes are interdependent.

Speaking and Listening

Talk is our main means of communication in everyday life and is fundamental to the development of understanding. We want our students to develop increasing confidence and competence in speaking and listening so that they are able to:

- Clarify and express their ideas and explain their thinking;

- Adapt their speech to a widening range of circumstances including paired and group discussions and speaking to a larger audience/community;
- Use varied and specialised vocabulary;
- Speak for a range of purposes e.g. to narrate, to analyse, to explain, to reflect and evaluate;
- Listen with understanding and respond sensitively and appropriately.

Reading

We want our students to enjoy reading, to be able to use their reading to help them learn and to develop increasing confidence and competence in reading so that they are able to:

- Read fluently, accurately and with understanding;
- Become independent and critical readers and make informed and appropriate choices;
- Select information from a wide range of texts and sources including print, media and ICT and to evaluate those sources;
- Apply techniques such as skimming, scanning and text-marking effectively in order to research and appraise texts.

Writing

Many lessons include and depend on written communication. We want our students to develop increasing confidence and competence in writing so that they are able to:

- Write in a widening variety of forms for different purposes e.g. to interpret, evaluate, explain, analyse and explore across the curriculum;
- Develop ideas and communicate meaning to a reader by using wide-ranging and technical vocabulary and an effective style, organising and structuring sentences grammatically and whole texts coherently;
- Present their writing clearly using accurate punctuation, correct spelling, correct grammar and legible handwriting.

Teaching approaches to support for the different sections of literacy

Speaking and Listening

- In our teaching we should provide planned opportunities across the curriculum for students to engage in purposeful talk, both formally and informally.
- In planning for talk we should consider pace and timing so that purposeful talk is maintained.

- Whilst teacher exposition is essential we should take account of demands on concentration to ensure that students are required to listen for realistic lengths of time.
- We should give students regular opportunities to speak and listen in the following contexts;
 - In pairs with a working partner and in small groups.
 - With the teacher or another adult;
 - In whole class discussions and presentations to a wider audience;
- In these contexts some of the following activities should take place;
 - Exploring and describing events, activities and problems,
 - Exploring and developing ideas with others;
 - Reporting back to a wider audience in order to consolidate ideas and understanding;
 - Asking questions as well as answering them;
 - Speculating, hypothesising and imagining;
 - Planning, organising and reviewing activities;
 - Investigating and solving problems collaboratively;
 - Evaluating experiences and reflecting on learning;
 - Talking at length and adopting the 'expert' role.
 - Debating

Reading

- We should use available data on students' reading levels in order to make informed choices about appropriate texts and to plan appropriate support for pupils in order that they may successfully access texts.
- We should take opportunities to demonstrate pleasure in reading and we should make opportunities both in lessons and in tutorial times for students and teachers to share their reading experiences.
- We should provide planned opportunities across the curriculum for students to:
 - Read and follow written instructions;
 - Read and engage with narratives of events or activities;
 - Follow up their interests and read texts of varying lengths;
 - Question and challenge printed information and views;
 - Read with understanding descriptions of processes, structures and mechanisms;
 - Read and explore ideas and theories;
 - Learn how to sift and select, and take notes from text and read to locate and relocate information;
 - Learn how to scan for overall meaning and scan for key points, words and phrases;
 - Use reading to research and investigate from printed words and moving images ICT text.

Writing

- We should draw attention to the purpose and intended audience of each piece of writing. Whilst the audience for students' writing is often teacher and peer group, students should be encouraged to write for a range of intended readers. For example, writing to explain a scientific principle to a younger audience, writing guidance for peers on an aspect of the subject, writing to agencies to elicit information or to express a viewpoint.
- We should pay close attention to writing as a learning tool as well as a product of the learning.
- We should help students to appreciate the differences between the standard English and non-standard forms of the language.
- We should help students to recognise the appropriate form for their written responses so that they know when to respond in note form and when more formal constructions are required.
- We should limit the use of pre-structured writing e.g. copying, sentence completion, sentence rearrangement, word frames, writing frames which may have an impact on BTEC subjects.

We should provide planned opportunities across the curriculum for students to:

- Make notes from a variety of sources – printed word, moving images and ICT texts;
- Use writing to plan organise and record including the chance to plan, draft, discuss and reflect on their writing;
- Write logs and journals in order to clarify thoughts and develop new understanding;
- Learn the conventions of different forms of writing in different subject areas e.g. by using writing frames and providing clear models for writing;
- Write at appropriate length, sometimes briefly;
- Write collaboratively with other students;
- Present some writing for display or publication.

We expect all staff to:

1. Expect high standard of presentation in most of students' finished writing;
2. Provide good models of particular kinds of writing;
3. Provide dictionaries, glossaries and lists of appropriate subject vocabulary and encourage students to use them;
4. Help students to use a range of strategies to learn spellings, including:

- Look – say – cover – write – check;
- Making connections between words with the same visual spelling pattern;
- Exploring families of words.