

Literacy across the Curriculum Policy

Date: June 2016

LT Lead: DHT

Statutory Statement

Blackfen School for Girls is committed to raising the standards of Literacy of all of its pupils.

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 their written communication. Competent Literacy skills also enable pupils to read, understand and access examination materials, so that pupils are able to achieve their educational potential across the curriculum. All departments and all members of staff have a crucial role to play in supporting the development of students' Literacy.

The Department for Education (2012) Teachers' Standards state that all teachers must:

'demonstrate an understanding of and take responsibility for promoting high standards of Literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject'.

Within the context described above, this policy will set out the principles upon which the literacy policy will be set.

Rationale

Literacy supports the process of teaching and learning across the curriculum and is integral to all areas to:

- develop the ability of all students to use the skills of Literacy effectively in all areas of the curriculum
- develop the Literacy skills necessary to cope confidently with the demands of further education, employment and adult life.

Outcomes

- to develop, maintain and improve standards in Literacy across the school
- to ensure consistency of practice
- to provide materials to support Literacy in all subjects
- to identify students with the necessary skills to support other students in lessons
- to indicate areas for collaboration between subjects
- to assist the transfer of students' knowledge, skills and understanding between subjects.

Procedures

Consistency of Practice:

- departmental audits are carried out in order that all staff work together and take ownership of agreed strategies
- see *Appendix 1* which looks at the practice of all staff.

Areas of Collaboration:

- see *Appendix 2* which looks at areas for collaboration.

Skills:

- see *Appendix 3* which looks at the common approach to literacy skills across the curriculum.

Transfer of Skills:

- see *Appendix 4* which looks at style of delivery.

Key roles

DHT: to liaise with Literacy Coordinator to ensure smooth running of Literacy initiatives

Literacy Coordinator: Monitor of students' work by regular book scrutiny to ensure quality, consistency and to identify areas for improvement. Evaluate through follow up departmental Literacy audits to be carried out annually in order to establish the extent of the success of the initiatives put into place to support student. A review of the policy will then be made and new priorities established.

Other Related Documents:

Improving Literacy in secondary schools: a shared responsibility- April 2013

Raising standards in Literacy- March 2012

Review Date: To be reviewed in June 2017 by Literacy Coordinator

Appendix 1:

All teachers should:

- be aware of the techniques used in other subjects to promote Literacy and provide assistance and advice to other faculty areas, so that a correct and consistent approach is used
- provide information to other staff on appropriate expectations of students and difficulties likely to be experienced in various age and ability groups
- work to ensure that Literacy Leaders have appropriate skills to be able to assist with the work in all areas of the curriculum.

Appendix 2:

Areas of Collaboration:

- CPD and twilight sessions to be delivered to the staff throughout the year.
- Literacy Leaders to be identified in each year group and badges issued so staff can identify students who have the required skills to support other students.
- A booklet of different activities for students to be made available on Fronter for the use of staff.
- A generic Literacy Mat to be provided for all classrooms.
- Activities to be produced by the Literacy Coordinator for Community Time by working with Form Tutors, to help improve Literacy.
- Literacy Coordinator to maintain the high profile of literacy outside the school, through contact with parents through the newsletter and literacy events.
- Literacy Coordinator to maintain the high profile of literacy within the school through noticeboards, staff meetings and liaison with Form Tutors and the School Governing Body.

Appendix 3

Skills

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
- 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.

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.

Staff will give students regular opportunities to speak and listen in the following contexts:

- in pairs with a working partner
- in small groups with opportunities to take on the roles of chair or scribe
- with the teacher or another adult
- in whole class discussions
- 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.

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. We should use available data on students' reading levels in order to make informed choices about appropriate texts and to plan appropriate support for students in order that they may successfully access texts.

Planned opportunities across the curriculum should be provided for students to:

- read and follow written instructions
- read and engage with narratives of events or activities
- read out loud
- 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, moving images, ICT 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
- develop ideas and communicate meaning to a reader 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 and legible handwriting.

Planned opportunities across the curriculum should be provided for students to:

- make notes from a variety of sources - printed word, moving images and ICT texts
- use writing to plan, organise and record
- write logs and journals in order to clarify thoughts and develop new understanding
- plan, draft, discuss and reflect on their writing
- 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.

Staff will:

- expect high standards of presentation in most of students' finished writing
- provide good models of particular kinds of writing
- provide dictionaries, glossaries and lists of appropriate subject vocabulary and encourage students to use them
- 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.

Transfer of Skills

All staff will teach their own specialist subject area but with a greater emphasis on skills that can be used across the curriculum. The Frontier page and discussions at training will inform what skills different subjects teach and when they are taught. The transfer of skills is something that many students find difficult. It is essential to start from the basis that students realise it is the same skill that is being used; sometimes approaches in subjects differ so much that those basic connections are not made. As the Literacy Mat is generic, students will be prompted into using the skills on the Mat in different lessons to allow the transfer of skills.