

# Literacy Policy



**Approved by: GB**

**Date: May 2021**

**Last reviewed on:**

**Next review due by: May 2022**

## **Policy Statement**

The school aims to ensure that all teachers are teachers of literacy, and all staff have a role in promoting high standards of literacy across the curriculum.

- Students need vocabulary, expression and organisational control to cope with the cognitive demands of different subjects.
- Reading helps students to learn from sources beyond their immediate experience. Reading high quality literature throughout their school career helps students to broaden their cultural experience.
- Writing helps students to sustain and order thought.
- Language helps students to reflect on, revise and evaluate the things they do, and to reflect on and evaluate the things others have said, written or done.
- Improving literacy and learning will impact on students' motivation and life chances.
- Improving literacy allows students to learn independently. It is empowering.
- Improving spoken literacy gives students confidence when interacting in formal contexts.
- All Schemes of Learning and lessons identify specific opportunities to develop literacy skills identifying key vocabulary that will empower students to articulate ideas.

## **Roles and responsibilities**

Literacy is every teacher's responsibility.

We will include frequent opportunities across the curriculum to develop students' reading, written and spoken vocabulary.

Our commitments in the key areas of reading, written and oral literacy are outlined below:

### **Read literacy**

- Teachers are aware of their students' reading ages and provide appropriate texts. There are regular opportunities to read aloud in class, with those reading more than two years below their chronological age particularly targeted by teaching staff to ensure they have the intervention required to close the literacy gap
- Students are supported and challenged with a structured reading programme, both within English lessons and extending into the pastoral structure within the school.
- Teachers explicitly teach tier three vocabulary for their subject specialism
- Key terms and vocabulary for the current units of study are displayed clearly within knowledge organisers for each subject.
- Students have access to subject specific literature in every faculty as part of their knowledge organiser material.
- Encourage wider reading and independent reading in a variety of forms including newspapers, books and magazines – subscribe to a subject specific magazine such as to encourage development of subject specific academic voice.
- Teachers follow the reading timetable during tutor time to ensure students are exposed to 'Big Reads' literature and model reading for pleasure during their lessons.

### **Written literacy**

- The conventions of a given text type are made clear before writing.
- High level tier-two vocabulary is shared regularly by teachers of all subjects with a view to applying in their own work. Teachers understand that vocabulary acquisition is only possible through revisiting and making connections with existing vocabulary.
- Teachers maintain high expectations of handwriting and presentation.
- There is a whole school feedback policy to support students with making specific improvements to students' written literacy.
- Teachers promote planning, drafting and editing skills.

### **Spoken literacy**

- Model effective examples of successful speaking and listening for students, showing them how to use language precisely and coherently.
- Students are encouraged to answer questions in full sentences with developed reasons where appropriate.
- Place explicit value on oral work as well as written work recognising that discussion of topics is usually an essential precursor to any written work.
- Teach students how to participate orally in groups and in the whole class, including using talk to develop and clarify ideas.
- Teachers identify and summarise the main points to arise from a discussion.

### **Monitoring Arrangements**

This policy will be reviewed annually by Thomas Wise/Vice Principal. At every review, it will be approved by the full governing board. It will be implemented as part of day to day practice. Compliance with the policy will be monitored by the Literacy Lead and through staff performance measures.