

LITERACY ACROSS THE CURRICULUM



DEFINITION

- Literacy brings together the skills of reading, writing, speaking and listening as the essential components of communication. At St. Aidan's Church of England High School, we recognise the need for all students to be literate in order to successfully and effectively access the curriculum and prepare for life in the future.

AIMS

The policy aims:

- To raise staff and student awareness of the importance of Literacy skills
- To promote and implement strategies to improve all students' abilities to read and understand written and spoken language
- To promote and implement strategies to improve all students' abilities to communicate through writing
- To promote and implement strategies to improve all students' abilities to communicate through oral work
- To monitor and evaluate all students' progress in literacy and to review procedures regularly
- To ensure a consistent approach to teaching methods across the curriculum in order to encourage language development, promote literacy.
- To raise awareness of the need for improved literacy skills in line with new recommendations for increased weighting of SPAG at GCSE and A Level from 2015 onwards.

PRINCIPLES

- All subjects in the National Curriculum are required to promote students' Literacy. The common requirement for all subjects states that **'all pupils should be taught to express themselves clearly in both writing and speech and to develop their reading skills'**.
- Every teacher has a commitment to improving students' learning and therefore their reading, writing, speaking and listening skills.
- Advice and support on implementing strategies to ensure the development of Literacy is provided by the Teacher with Responsibility for Literacy and the English Subject Area.

PRACTICE

- All Schemes of Work should demonstrate ways in which the policy will operate in all parts of the curriculum. The Senior Leadership Team, Heads of Faculty and Heads of Subject should routinely monitor the

implementation and effectiveness of the policy. Moreover, all teachers should monitor their own teaching and their students' learning to ensure that the policy works.

- Guidance is provided at the end of this policy document.

IMPLEMENTATION AND DELIVERY

All Subject Areas should:

- Ensure that the Reading Age of all text books and worksheets are appropriate
- **Key words are displayed in classrooms**
- Actively promote the use of dictionaries by all students in all classrooms
- Read texts aloud to increase understanding
- Provide more challenging texts as extension work for the more able
- Be explicit about reading and writing for particular lessons
- Follow Subject Area policies on handwriting and spelling
- To adhere to a common policy on marking spelling, punctuation and grammar
- Use ICT to promote and support Literacy

MONITORING AND ASSESSMENT

- The Learning Support team and English Department conduct baseline testing using standardised reading and spelling tests (MIDYIS). Analytical data from KS2 and Transition Units are also used in the assessment of students' literacy needs.
- Assessment and Recording is in line with the School Policy on Assessment and Recording. However, formative assessment carried out by the class teacher, is an integral part of their role and is used on a daily/weekly basis to inform future planning. It involves identifying students' progress against teaching objectives, determining what a student has already achieved and moving them on to the next stage of learning.
- Literacy is assessed and monitored through the following:
 - Evidence collected from students' work
 - Evidence collected from teacher assessments
 - Comparative evidence collected from national data
- The data is collated and analysed at different levels:
 - Subject Areas
 - Heads of Faculty and Heads of Subject
 - Learning Support
 - Senior Leadership Team
 - Governing Body

Learning Support

- The Learning Support team provides a continuum of additional support, both in classes and on a withdrawal basis. Learning Support assistants are used to support groups and individual students.
- The Learning Support team, along with the English team provide advice, training and resources to support Subject Areas in their efforts to encourage literacy development and raise standards.

THE ROLE OF THE LIBRARY

- The Library is able to support the development of Literacy in the following ways:
 - The Librarian can support all Subject areas in their literacy development
 - Provide a wide range of fiction and non-fiction reading for all ability levels – relevant to curriculum areas
 - Present stimulating displays to offer suggested reading
 - Provide ICT facilities to stimulate learning
 - Form groups to use the library during registration periods to encourage reading

HOMEWORK

- Homework plays an important role in the development of literacy:
 - It can reinforce lessons learnt at school
 - It can provide opportunities for reading set texts and favourite books
 - It can provide opportunities for writing for specific purposes

INTERVENTION

- Intervention plays another important role in the development and support of literacy skills:
 - Learning Support students/ less able students/ students who are not achieving their targets, are given support in developing and improving skills needed to achieve well
 - G&T students are challenged to achieve even better at KS3
 - Students in years 7&8 who follow a differentiated programme of literacy based activities for two years in place of their MFL lessons
 - 6th form will be used to run projects and to work with individuals to improve their reading skills

OPPORTUNITIES AND GUIDANCE FOR LITERACY DEVELOPMENT IN THE CLASSROOM

1. WRITING

Structure:

- Planning and drafting
- Note taking
- Extended writing in a variety of styles for different purposes and audience

Strategies:

- Classroom analysis and discussion of text types
- Use of writing frames and mind maps
- Provision of good annotated examples and grade criteria
- Collaborative composition in pairs/groups, sometimes teacher-led as a whole class activity, sometimes student-led
- Availability of key words and connectives
- Peer assessment as well as self-assessment

Presentation, Spelling and Punctuation:

- Written work should be legible
- Written work should be set out to the agreed format
- Correct spelling of common and subject key words and etymology should be encouraged. Familiarity with dictionaries and computerised dictionaries is expected
- Training in punctuation should be given and put into practice by **all** teachers in **all** subjects

Marking:

- Should be done using the whole school marking policy
- Should be positive and encouraging and include target areas for improvement

2. READING

Strategies:

- The language of texts used in lessons must be accessible to students of all abilities using them
- Encourage different ways of reading, e.g.: continuous, close, skimming and scanning
- Encourage exposure to different text types, e.g.: fiction, poetry, non-fiction
- Encourage the use of CD-ROM, WW Web and the Learning Resource Centre where there is a wide range of material both fiction and non-fiction at many levels
- Encourage reading aloud in class using volunteers
- Encourage paired/shared reading
- Use pictures and diagrams to offer strong visual clues and aid understanding
- Use techniques such as DARTS (Directed Activities Related to Texts)

- Plan worksheets carefully
- Set extended reading tasks for homework
- Use the Learning Resource Centre if available for a research based lesson
- Ask the librarian in advance to provide a box of suitable books for classroom use
- Encourage support of activities designed to promote reading, e.g. Book Fairs
- Display Key Words, book reviews, lists of popular books and details/pictures of the authors
- Talk about books you have enjoyed
- Be seen as a reader of fiction and non-fiction

3. LISTENING

Strategies:

- Creation of a calm environment
- Exercises in listening skills used as start-up activities
- Clear procedures established for students to respond to other students

4. SPEAKING

Strategies:

- Practice in speaking to groups of different sizes, ages, gender - builds confidence and is an increasingly important skill for the student's development
- Preparation of short presentations encourages logical thought in the speaker and good listening by the audience
- Use of different language structures, modulations and pace transmits meaning and emphasis
- Clear rules for classroom discussions are important
- The classroom teacher provides the most important role model, in terms of vocabulary, speech and the use of gesture

5. ADDITIONAL STRATEGIES, RESOURCES AND EVENTS

- Making learning objectives explicit to students, including those relating to literacy
- Continuous differentiation throughout all key stages in all subjects
- Good display material in classrooms and corridors, e.g.: key words, examples of work, labels, instructions, rules, subject specifications etc.
- Promoting World Book Day
- Catch up programmes for Year 7 students
- Theatre visits
- Visiting speakers
- Engaging and thought provoking assemblies
- Television, film and radio presentations

- Encouraging students to visit local and national libraries
- Rewards for achievement
- Word searches, puzzles and crosswords
- Form groups to use the library in registration time

