

## **LITERACY POLICY**

### ***Introduction***

It is clear that much good work is already being done in all departments in the field of literacy. The purpose of this policy is to build upon this foundation and to develop and improve the delivery of literacy across the curriculum. The policy statement takes into account the unique status of the school, recruiting pupils at the beginning of year 11 and with all pupils studying for formal examinations in years 12, 13 and 14. Accordingly, the policy seeks to address the specific needs of this school, and to be as practical as possible.

### ***Rationale***

The following basic principles have influenced the construction of the policy:

- Any policy must be readily achievable
- It should lead to an identifiable improvement in the quality of talking, listening, reading and writing
- It should include procedures which will allow the measurement of such improvement
- It should raise pupil awareness of the importance of literacy across the curriculum
- It should facilitate the attainment of differing skills in literacy and encourage independent learning
- It should allow special educational needs, both physical and intellectual, to be addressed in the classroom
- It should encourage the introduction new technologies.

It is clear that proposals contained in this policy have implications for the School Development Plan.

The Aim of this Literacy Policy is, therefore, to promote and encourage good practice in the delivery of literacy across the curriculum.

## **POLICY**

Since the school recruits its pupils at age 14, it is assumed that they will already possess the following skills:

- Be able to read aloud with reasonable fluency
- Be able to listen carefully, understand and respond appropriately to verbal instructions
- Be able to interact with others in group and class discussions
- Be aware of the basic etiquette of language usage
- Be able to follow a set of written instructions
- Be able to understand and use basic English terms in all their subjects.

In developing these skills the following will be done:

- The provision of a small pocket dictionary/thesaurus for each pupil as they arrive in Year 11.
- There will be increased accessibility to the Library as a resource for personal study. Pupils will be encouraged to use the Library facilities, particularly the study area at the back of the room, for personal research. Staff sending pupils to the library will remain responsible for their behaviour whilst there. Two constraints will operate - the work given must be capable of being done in silence and it must be limited in time. There should be increased availability of non-book resources such as good newspapers and magazines.
- There will be an on-going development of Information and Communication Technology resources to allow for the use of such facilities in a literacy programme. In particular, there must be increased access to the Internet for pupils, particularly in the Library.

## **IMPLEMENTATION OF POLICY**

In delivering Literacy across the curriculum two distinct areas are identified:

### **1. GENERAL**

- All teachers will have responsibility for identifying errors in spelling, punctuation and grammar in written work presented to them
- All teachers will be responsible for raising the awareness of pupils of the importance of accurate and clear written and spoken English
- All Departments must have a structure within their Schemes of Work to facilitate talking and listening within their subject area. This may involve pupils preparing and making presentations using a range of Information and Communication Technology skills

### **2. SUBJECT SPECIFIC**

#### **ICT & BUSINESS STUDIES**

- Extended writing about complex subjects in coursework
- Group discussions
- Individual and group presentations to peers, particularly using ICT
- Use of dictionaries
- Use of word processing to improve spelling, punctuation and grammar;
- Use of word processing to improve editing skills;
- Appreciation of strength and weaknesses of various types of communication;
- Reading aloud in class;
- Listening – in pairs, groups and whole class setting
- Understanding and carrying out instruction in both written and verbal forms
- Listening to and synthesising information in a variety of digital and traditional forms

#### **SCIENCE AND TECHNOLOGY**

- Vocabulary - the use of the Dictionary will be encouraged
- Reference Skills - pupils will be encouraged to make use of Reference Books in individual learning

- Individual Pupils will read sections of notes in class
- Class, group or paired discussion of topics being studied
- Questions asked round class
- Practical work
- Written or oral reports on experiments and observations
- Drawing conclusions on experimental work, outlining sources of error and suggesting possible improvements to eliminate these in the future
- Listening and receiving information from a range of ICT sources
- Understanding and following both verbal and written instructions
- making notes from textbooks
- Encouraging the participation of pupils in presentations or demonstrations
- The use of other media, such as crosswords, or word searches.

## **LANGUAGES**

- Development of reading and comprehension skills
- Talking and listening in groups
- Formal and informal discussions
- Presentation by pupils during revision
- Peer assessment
- Creative and expressive writing
- Understanding basic grammatical terms – nouns, verbs etc.
- Understanding the rules of syntax
- The use of role plays

## **RELIGIOUS STUDIES.**

- Note making skills
- Reading aloud - individually, in paired work, groups or whole class.
- Listening - paired, group, whole class
- Discussing - paired, group, whole class
- Use of reference material
- Presentations using ICT
- Peer assessment
- Use of dictionaries

## **MATHEMATICS**

- Coursework will be marked for spelling, punctuation and grammar
- Use of dictionaries
- The use of pupil presentations
- The use of paired and group work
- Questions round class
- Understanding and carrying out instructions in both written and verbal forms.
- Listening and receiving information from a variety of ICT sources.

## **CREATIVE AND EXPRESSIVE**

- Creative Writing
- Descriptive Writing
- Independent reading and note taking
- Listen to and follow instructions
- Presentations to class using a range of ICT
- In PE, class, group or paired work
- Questions asked round class
- Written or oral reports on demonstrations or observations
- Understanding and following both verbal and written instructions

## **ENVIRONMENT AND SOCIETY**

- Reading aloud in class
- Making notes from textbooks and increasing ability to locate only the essential information from textbook
- Use of paired or group work
- Understanding and carrying out written or verbal instructions
- Class Discussion
- Questions round class
- Role Play
- Preparing and delivering presentations involving the use of ICT resources
- Reference skills, involving the use of reference books for individual learning
- Vocabulary skills, using dictionary
- Ability to summarize notes into revision notes
- Ability to use effective revision techniques which require and aid good literacy (e.g. pneumonics)

## **MONITORING AND EVALUATION**

### **SUBJECT TEACHERS**

- Each teacher will be responsible for incorporating literacy into schemes of work and for delivering this appropriately in the class room
- Each teacher will review existing worksheets and notes in light of the accessibility to the pupils who will be using them
- Each teacher will be responsible for monitoring delivery of literacy in their own subject

### **HEADS OF DEPARTMENT**

- Heads of Department and Subject Co-ordinators will be responsible for monitoring and evaluating the effectiveness of the delivery of literacy in their department/subject area
- They will also be responsible for identifying and specifying in Departmental Schemes of Work the resources used in the delivery of literacy

### **SENIOR LEADERSHIP TEAM**

- The SLT will evaluate and disseminate information on initiatives by DE and SELB

- It will incorporate the development of Literacy into the School Development Plan
- It will, as far as possible, support INSET on Literacy.

### **SPECIAL EDUCATIONAL NEEDS**

- Teachers must identify the ways in which certain physical disabilities, such as poor eyesight or impaired hearing, may affect pupils' ability to listen, read and understand and take necessary remedial action
- A school policy dealing with dyslexia exists, and teachers will be made aware of this policy, which identifies the procedures which are in place
- Children whose first language is not English may have specific problems in literacy which need to be addressed by subject teachers. Also SLT may need to arrange external support for such pupils.

### **REVIEW OF IMPLEMENTATION**

The policy will be reviewed regularly by means of a literacy audit.

27 June 2008

