Archbishop Temple School
A Church of England Specialist College

LITERACY ACROSS THE CURRICULUM POLICY

Date Agreed : May 2019

To Be Reviewed : May 2022

Name of Policy: Literacy Across the Curriculum Policy

Sub-Committee Responsible: Education & Curriculum Committee

Lead Responsibility in School: Assistant Headteacher

Source of Policy: (Please tick)

- **LA:**
- **Diocesan:**
- **School:**   X
- **Other – Please specify:**

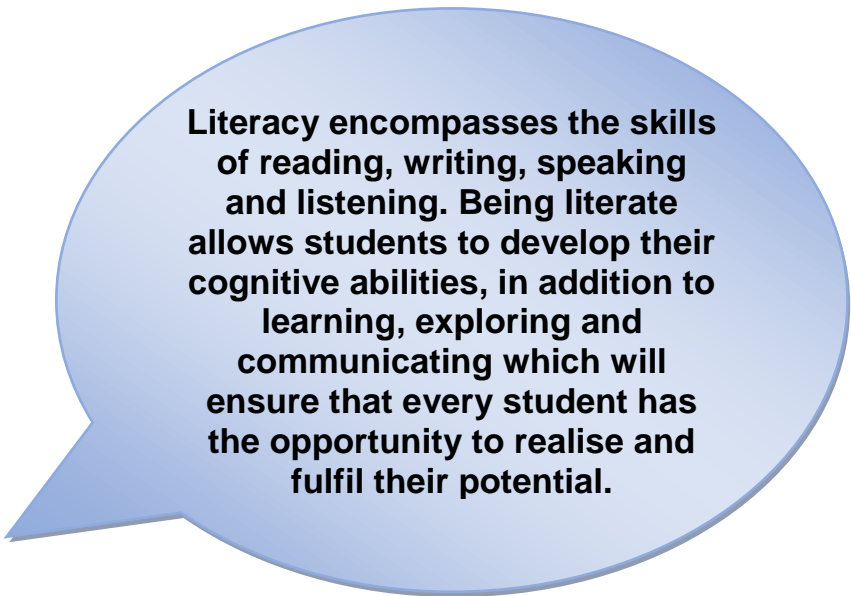This policy supports our work as a Church school as summarised in our Vision Statement:

Purpose
Archbishop Temple School seeks to care for young people and prepare them well for adulthood, valuing the whole person.

Mission
Through our faith in God, Father, Son and Holy Spirit, we strive to nurture each person's ability, gifts and talents so that they can 'have life and have it to the full' (John 10:10) and use it in the service of God and other people.

All can succeed

Reaffirm Christian values

Clear objectives

High expectations

Believe in ourselves

Inspiring lessons

Service to all

High literacy emphasis

Opportunities to progress

Potential in everyone

Literacy encompasses the skills of reading, writing, speaking and listening. Being literate allows students to develop their cognitive abilities, in addition to learning, exploring and communicating which will ensure that every student has the opportunity to realise and fulfil their potential.

Literacy teaching is the responsibility of every teacher in every curriculum subject. The English department will teach the key skills of literacy but every teacher should expect to develop and improve standards of literacy through providing good models and opportunities for pupils to practice reading, writing, speaking and listening in planned and focused ways.

AIMS

The main aims of this policy 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 and enriches the development of students' literacy skills
- Develop awareness that literacy opens up personal pathways to success and is central to personal expression, confidence and active participation in the society, economy and our culture
- Raise students' own expectations of achievement, thus raising standards and creating independent life-long learners

Teaching & Learning

Effective progression of literacy skills incorporates the following skill areas:

Speaking and Listening

Pupils should be encouraged 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

Good teaching should provide planned opportunities across the curriculum for students to engage in purposeful talk, both formally and informally.

Students should be given 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

Examples of activities:
- 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

Pupils should be encouraged 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
- bring a suitable reading book to school every day
- to participate in the 5min read at the beginning of lesson 5

Good teaching should ensure appropriate texts are used and should plan for appropriate support for pupils in order that they may successfully access texts. (Pupil reading ages are available to all staff).

Examples of activities
- 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

Writing

Pupils should be encouraged 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
- apply word processing conventions and understand the principles of authoring multi-media text

Good teaching should draw attention to the purpose and intended readers 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.

Examples of activities
- 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.

All teachers should:
- expect high standard of presentation in 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: study– cover – write – check

The responsibility which every member of staff has for developing literacy is:
- To use agreed common approaches and strategies for developing literacy; this includes the Marking for Literacy symbols outlined in the school Marking Policy, the Literacy Reading and Writing Wheel, the literacy fortnightly foci and literacy starters.

- To contribute to the development, implementation, monitoring and evaluating of language development in students and the whole school literacy programme.

- Ensure good teaching practice is shared within and across departments, through faculty meetings and staff training.

- To ensure the 5min read is followed each lesson 5 across all subjects- this can include personal or directed reading.

Procedures for monitoring and evaluating pupils' achievements by SLT are as follows:
- sample review of students' books during focus weeks or support weeks.
- other evidence used to inform such monitoring and evaluating may include:
- ✓ teachers' plans
- ✓ students' records
- ✓ peer and self-evaluations
- ✓ student voice
- ✓ interviews with teachers, TAs, students, and parents
- ✓ teacher assessments
- ✓ end of key stage assessments
- ✓ regular development group meetings to ensure cross curricular consistency.

Procedures for monitoring and evaluating pupils' achievements by teachers are as follows:
- students' self-assessment written/oral
- on-going formative assessments of classwork and homework
- formal assessments
- interviews with students and parents
- end of key stage assessments
- use of literacy targets when books are marked and feedback on literacy by teachers for pupils to follow.
- a student's reading age is tested at the beginning of Key Stage 3 and at the end of Year 7, 8 and 9 and intervention applied where necessary.
- Literacy audit carried out by the Literacy Coordinator

The arrangements for ensuring that all pupils make appropriate progress in literacy are as follows:
- The use of reliable data for base lining and comparative assessment. E.g., FFT data and end of key stage levels.
- The monitoring of progress through formal and informal assessments outlined above by class teachers and SLT.
- SENCO to identify progress of students with special needs through IEP reviews.
- Internal moderation of students' work within the key stages and across the curriculum.
- Staff training in appropriate and well-conceived strategies to address literacy difficulties of students.

Homework is used to support literacy development as follows:
- All homework set will allow the practise of reading, writing, or speaking and listening.
- Students will receive constructive feedback from homework activities.
- Home learning will be made increasingly available using the schools website.

Parents' involvement in supporting learning at home takes the form of:
- Signing planner
- Paired reading
- Attending parents' evenings
- Attending SEN review meetings

Target setting

All Year 7 pupils are set a personalised literacy target each term by their English teacher. The first target is set 4-5 weeks into the first half term once formal written testing is completed in the subject. These targets encourage pupils to consider one element of their written work for the subsequent term and suggest a positive step they can take to improve this area of their writing.

Each pupil is issued with a set of stickers containing their personalised literacy target and is then responsible for using tutorial time to ensure that these stickers are stuck into all exercise books / assessment folders in each subject according to guidelines provided. Peer Mentors in each form are responsible for overseeing this process.

Planning

Literacy skills should be taught or referenced explicitly whenever appropriate in all subject areas. SoW should include opportunities to improve literacy skills in reading, writing and speaking and listening. These should be referenced on lesson plans and referred to during the lesson.

Tasks set and resources used will:

- Be matched to pupils' needs and abilities
- Develop a range of skills in writing, reading, speaking and listening
- Enable pupils to evaluate their own work and develop proof reading skills
- Encourage pupils to apply what they have learned in other curriculum areas in a different context

The teacher will:

- Explicitly explain to pupils which particular literacy skills they should employ to complete each task, e.g. to complete an eye-witness account of an earthquake in geography, reference should be made to key features of this type of writing in geography, register and form of language to be used, ratio of factual evidence, emotional memories needed etc
- Model the use of certain skills in the subject area, e.g. in a note taking activity in science, reference should be made to how to scan and skim longer texts, how to display notes, level of detail required etc
- Use target and technical language
- Display key words and/or write them on the board