

Carr Hill High School Literacy Policy

We are proud to belong to the Carr Hill community where we pursue excellence through commitment, aspiration, resilience and respect.

1. Purpose

The purpose of the Literacy policy is to enable all staff at Carr Hill High School to share in the responsibility of promoting and developing literacy across the curriculum. Literacy is at the heart of successful learning in every area of education and includes speaking, listening, reading and writing. Literacy provides students with the necessary skills to comprehend texts and to articulate, explain and justify their ideas and understanding. The school emphasises the importance of 'disciplinary literacy' recognising that literacy skills are both general and subject-specific.

2. Application

2.1 All staff have a crucial part to play in supporting students' literacy development. The staff at Carr Hill High School are committed to developing the literacy skills of all our students because:

- Literacy and learning can have an impact on students' self-esteem, motivation and behaviour. Literate students learn independently. Literacy is empowering.
- Students need vocabulary, expression and organisational control to cope with the cognitive demands of subjects.
- Reading helps us to learn from sources beyond our immediate experience.
- Writing helps us to sustain and order thought.
- Language helps us to reflect on, revise and evaluate the things we do and the things others have written, said or done.
- Responding to higher-order questions encourages the development of thinking skills and enquiry.

2.2 As a **school** we aim to:

- Develop students' reading, writing and oracy by the promotion of disciplinary literacy.
- Develop students' higher-order literacy skills.
- Improve the teaching of writing across the curriculum.
- Develop a culture of reading across the school as per the whole-school reading strategy.
- Develop a whole-school approach to the teaching, learning and assessment of spelling, punctuation and grammar.
- Further develop speaking and listening (Oracy) skills across the curriculum.
- Develop students' use of ambitious vocabulary, both tier 3 subject-specific words and tier 2 academic word list vocabulary for which there are 200 key words in planners and with definitions on desktops.



2.3 In order to achieve these aims we believe that **ALL teachers** need to:

Promote and Develop Reading

- Develop disciplinary literacy so that students understand how to read like a mathematician/geographer/ historian/ linguist etc.
- Use the Hub, where appropriate, to promote active reading and research strategies that involve negotiating an index or the contents of a book.
- Use the Hub, where appropriate, to promote reading through the provision of stimulating reading material incorporating both fiction and non-fiction texts suitable for all reading ages.
- Ensure students make use of different reading techniques such as skimming, scanning or reading intensively according to the nature of the task.
- Ensure students retrieve and locate information from a text so they select or note only what is relevant.
- Incorporate, where appropriate, opportunities to develop reading and comprehension strategies for example: retrieving information, concluding, identifying fact and opinion, establishing cause and effect, sequencing, predicting, establishing points of view and purpose, summarising, identifying similarities and differences and understanding new words.
- Subject leaders should make available subject-specific texts in class rooms or subject-specific reading lists to support wider knowledge of the subject in addition to the planned curriculum.
- Check students' understanding of passages that have been read.

Promote and Develop Writing

- Develop disciplinary literacy so that students understand how to write like a geographer, historian/ linguist etc.
- Follow the feedback and marking policy.
- Ensure that, following feedback, students demonstrate in their books that they understand the error and have practised the skill.
- Regularly checking spellings as a focus of self and peer assessment during starters and plenaries.
- Identify and display key vocabulary including our focus on the Carr Hill 200 academic word list.
- Concentrate on key and high frequency words being spelled correctly.
- Ensure that at the beginning of every unit of work, key topic words are introduced. Individual subjects should ensure that these key topic words are corrected in students' work when misspelled.
- Students should be encouraged to use dictionaries.
- When appropriate, students structure their work with paragraphs to signal a change of topic, change of speaker, change of time and change of place.
- Ensure students use punctuation, including full stops, commas, semi-colons, question marks, apostrophes, quotation marks and speech marks correctly.
- Ensure all students begin sentences and proper nouns with capital letters.



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- Ensure students use discursive markers or connectives, such as ‘finally’ and ‘however’, to signal the development of an argument or their opinion, or their consideration of another’s opinion. These connectives should appear in formal written work in order to aid clarity and understanding by the reader.
- Actively encourage students to plan, organise, draft, edit and reflect on their writing. Writing frames can be useful to promote extended writing. Offer students a model for writing in unfamiliar forms or for unfamiliar purposes.
- Provide opportunities for extended writing as appropriate within the subject.

Promote and Develop Speaking and Listening

- Develop disciplinary literacy so that students know how to speak and listen as a mathematician/geographer/ historian/ linguist etc.
- Ensure students use formal Standard English in their oral work as appropriate.
- Identify and correct use of “text speak”, inappropriate informalities and abbreviations such as “gotten”.
- Develop specific opportunities for individual, pair and small group speaking and listening activities. Discussion can be used to explore and evaluate, to ask and answer questions, to plan, discuss and evaluate their own speaking and listening and to solve problems collaboratively.
- Use questioning and answering strategies which are the focus of INSET.eg Cold Calling, mini whiteboards, ‘Think, Pair, Share.’
- Develop questioning to encourage deeper thought and more detailed responses.

2.4 And **Students** need to be encouraged to:

- Read and write beyond the curriculum requirements.
- Where appropriate, write answers to questions using full and complete sentences.
- Respond orally to questions during lessons using full and complete sentences.
- Spell words correctly and use support materials (e.g. dictionaries, word walls) to help spell words they may find difficult.
- Use thesauruses to develop the use of ambitious vocabulary.
- Through their reading and writing, become increasingly familiar with the key vocabulary of each subject.
- Take pride in the presentation of their work.
- Write the title and date of all work in full.

2.5 **Parents** can support the implementation of this policy by:

- Encouraging reading at home.
- Supporting students in completing extra subject reading which is listed on the school website.
- Taking an interest in students’ reading and school work and having conversations about this.
- Modelling and promoting reading and the importance of literacy.



2.6 ICT is used across the curriculum to support and develop literacy by:

- The use of electronic media e.g. fiction, non-fiction, drama texts, magazines, encyclopaedias, newspapers, reference books, dictionaries/thesaurus, internet, e-mail.
- The availability of the IT resources to students including use of spelling and grammar check, Word Processors, Desktop Publishers, limited internet access, etc. Students should be encouraged to use checking facilities effectively.

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