

Literacy Policy

Approved by Governors 24 January 2023

Review Committee: Standards and Effectiveness

Review Term: Biennially

Completed by J. Wilson



LITERACY POLICY

Mission Statement

"Love one another as I have loved" (John, 15)

We believe that Jesus Christ and his Gospel Call – to love God and all people – are at the heart of what we do.

He inspires us, as children of God, to uphold the dignity of each individual. We strive to develop a community in Christ which fully supports all in achieving their potential – spiritually, academically and personally.

Rationale

At Christ the King, we believe that literacy underpins the whole of the school curriculum and that developing student's abilities to speak, listen and communicate, to think, explore and organise effectively is the key to improving learning and raising standards in all subject areas. At Christ the King, all teachers share responsibility for the implementation of literacy learning within the classroom, and acknowledge the crucial role of support staff in supporting the development of literacy. A high standard of Literacy allows students to develop their independent learning, and can have an impact on their self-esteem, motivation and behaviour. We believe that a whole-school approach to literacy will enable students to ultimately emerge as confident and articulate communicators equipped with a proficient range of literacy skills to successfully progress into further academic studies or employment.

This policy seeks to provide a framework for the development of cohesive teaching of literacy across all aspects of the school curriculum.

The principles of the CtK Literacy Policy

- It is the responsibility of all staff to develop students' literacy skills.
- Classroom practice should reflect the CTK Literacy Policy.
- The term 'Literacy' incorporates all three components of language: speaking and listening, reading and writing. These elements of language are interdependent and integral to all learning.
- Literacy is fundamental to personal and social development and to life-long learning.
- Teachers must be aware and plan for the language demands made of the students' in their subject areas.
- The learning and teaching of all subjects requires an understanding by the subject teacher of how work undertaken in their subject can contribute to the development of literacy skills.
- Resources should be appropriate to improve and develop the students' language.

CtK Policy Aims

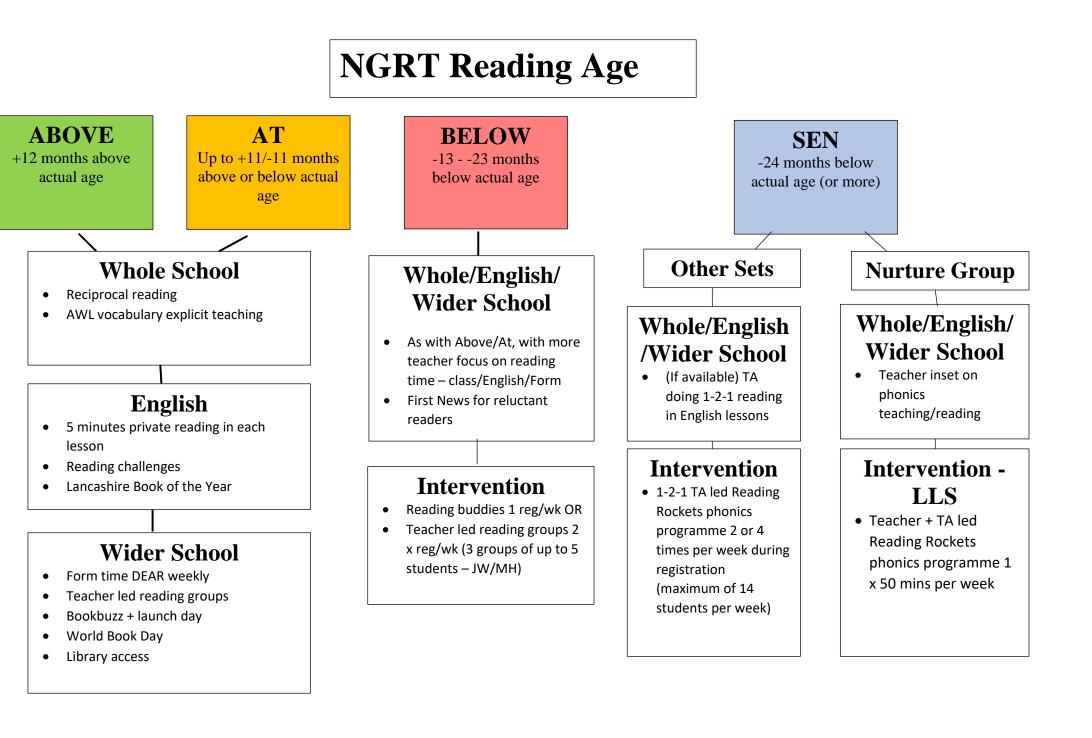
We aim to:

- Adopt a whole-school approach to literacy across the curriculum in keeping with the practices and principles established in the National Literacy Strategy and EEF guidance.
- Enable all students to reach their potential in the key literacy skills of oracy, reading and writing.
- Raise staff awareness of key literacy strategies through INSET, SGP (sharing good practice groups), Teach Meets and across departments.
- Develop literacy through the deployment of a range of resources available e.g. LSC, Library, ICT suites, First News, iPads etc.
- Offer students models and frameworks for speaking and listening, reading and writing.
- Encourage teachers to provide targeted vocabulary instruction in every subject, prioritising Tier 2 and Tier 3 vocabulary.
- Actively encourage the use of Standard English.
- Encourage the inclusion of balanced opportunities for speaking and listening, reading and writing in the classroom.

- Establish procedures for monitoring literacy across the curriculum.
- To develop disciplinary literacy across the whole school through the inclusion of appropriate schemes of work and planning.
- To encourage all students and staff to be motivated to read for pleasure and to develop a lifelong love of reading.
- Use the marking and feedback policy, where marking for literacy will be clear and consistent across the school.
 - To provide opportunities for students to read extended academic texts in all subjects.
 - To provide high-quality literacy interventions for struggling students.

PRIORITIES FOR CtK

- To provide opportunities for students to read extended academic texts in all subjects.
- To increase the amount of students reading for pleasure.
- Address gaps in learning through reading intervention including phonics at KS3.
- Other priorities to be decided in the time frame of the policy.





IMPROVING LITERACY IN SECONDARY SCHOOLS

Summary of recommendations

