

### **ABSTRACT**

This policy defines what we at Madeley School understand by effective delivery of Literacy across the Curriculum.

We recognise that Literacy across the Curriculum is central to all work that takes place across subjects and for life skills beyond school.

This policy supports and amplifies the aims and values of the school.

### **INTRODUCTION**

Madeley School is committed to the principles that we should enhance all pupils' literacy ability and skills:

- Literacy is the ability to recognise, understand, use and manipulate the conventions of language. It includes reading, writing, speaking and listening. It is the functional use of the language; it is the ability to use language to live within a given society and culture.
- Literacy across the school reflects the individual needs of pupils and uses a Dyslexia friendly approach in teaching.
- Written literacy and oracy is key to all communication.
- As such literacy is the responsibility of all the staff within a school and in fact the responsibility of every literate adult.
- We recognise that quality teaching and learning across all subject areas has literacy embedded in schemes of work and lesson plans.
- Reading for pleasure is undertaken in Form Time through the '10min Book Club' initiative, plus timetabled within English through the 'Reading for Pleasure' strand of the Mastery curriculum and continued into KS4 with personal reading time in Year 10.
- From September 2023, explicit Literacy teaching will be embedded within Form Time, and monitored by the Form Tutor/Literacy Lead through the explicit pre-teaching of subject specific Tier 3 vocabulary.

Our Literacy across the Curriculum programme includes: Development Sessions, INSET days, classroom displays, generic literacy mark scheme, 'Grammar Guru' displays to facilitate a consistent language of literacy across the school and a weekly form focus of explicit vocabulary pre-teaching as well as modelling reading aloud by the expert in the room. We are working to evolve a consistent approach to the improving and transferal of Literacy skills, which underpin success in Reading, Writing and communication.

### **PRINCIPLES**

Although the school curriculum covers a range of subject areas, Madeley School recognises that literacy is a whole school cross-curricular issue. Some of the strategies in place include:

- Pupils are encouraged to read and teachers model good reading during the form time reading session: '10min Book Club'. Books are chosen specifically for each year group (student voice is utilised in decisions) and each

form tutor has been provided with a copy of the designated text to read aloud (and display) to the class whilst reading.

- Pupils are encouraged to have with them a reading book at all times as part of their basic equipment.
- We are developing the library to be a central part of the school; it will be used during curriculum and social time and will be crucial to developing a culture of reading.
- Pupil work is displayed throughout the school.
- Reading and spelling ages are tested three times a year at Key Stage 3. We are aiming to test KS4 in a similar way as the iPads role out. Currently we test KS4 using NGRT tests.
- Madeley School is very aware of the issues around literacy for pupils entering the school at either 4b or 4c in reading. The SENCO/Literacy Lead/Reading Lead identify and track the progress of pupils with a reading age lower than their biological age.
- Entering competitions locally and nationally.

### **MONITORING AND EVALUATING**

To ensure that we improve the literacy competence of our pupils, careful monitoring of strategies and methodologies in place, need to be evaluated regularly. Ways in which this can be done include:

- Book trawls.
- Learning walks.
- Observations across Faculties and during form time.
- Working closely with pupils, parents and learning support staff.
- Regular discussions at Faculty meetings.
- Marking using the generic mark scheme and Grammar Guru strategy.
- Working closely with the SENCO, to organise additional support for pupils needing help with literacy issues.
- Fostering a love of reading for pleasure and a culture of reading that permeates the school.
- Monitoring reading ages through Literacy Assessment Online for years 7-8. The use of iPads here allows testing to take place three times a year. Years 9-11 are tested less frequently using the paper based NGRT tests.
- Data produced from reading comprehension tests is analysed and used to diagnose barriers to reading and support is put into place on a tiered basis, depending on the need.
- Literacy marking as an explicit target on the staff Lesson Observation pro-forma.