



Mount Carmel Literacy Policy

Rationale

In line with the Mount Carmel Mission Statement, we strive to develop and nurture literacy skills in all pupils. We aim to work together to enable pupils to meet their full potential; stimulating, challenging and supporting all aspects of literacy, throughout the curriculum.

EAL pupils make up over 50% the intake at Mount Carmel, many of these pupils communicate, read and watch television in a language other than English. The skills of good reading, writing, speaking and listening are essential in order to enable pupils to access the requirements of the school curriculum and have the opportunity for exam success.

Literacy across the Curriculum

Teachers should aim to ensure that speaking, as the pre-cursor to writing, is an important aspect of lessons. The use of standard English through correct grammar and pronunciation should be modelled and emphasised when talking to pupils at all times. Informal language and slang should be corrected with a continual focus to improve the quality of the spoken word. Key terms and subject specific vocabulary should be embedded within every lesson and visually evident in all classrooms and corridors.

Spelling should be taught explicitly using appropriate strategies to support reading and writing. Similarly teachers should aim to develop pupils' ability to recognise and use different styles of writing for example: explanations, descriptions, recounts, analysis, evaluations, etc. which are relevant to all subjects.

Policy Aims:

- To create a consistent, whole school approach to literacy through providing guidance and support to staff, in the planning, delivery and assessment of pupils.
- To raise awareness of the importance of literacy skills with staff, pupils and parents.
- To improve and develop pupils' literacy skills in reading, writing, speaking and listening.
- To develop pupils' understanding of GCSE vocabulary and their ability to read and answer exam questions.
- To promote literacy visually in classrooms and corridors.

Policy Outcomes:

- Pupils are more able to access the curriculum and as such are more confident learners.
- Pupils write, read independently and speak confidently and fluently.
- Pupils write for a variety of purposes in both formal and informal contexts, organising the structure, content and style of their writing using high degree of technical accuracy using correct spelling, grammar and punctuation.
- Pupils develop their vocabulary by reading widely and understanding how to use the right tools (reader program, dictionaries, and thesaurus).
- Pupils make progress with their reading ages as does their ability to understand texts and exam questions.

To support the outcomes above, the following is necessary:

- *Teachers model good literacy skills and reinforce the importance of accuracy in spoken and written language, correcting this when necessary.*
- *Teachers support pupils with key elements of literacy through both marking and verbal feedback e.g. identifying errors in spelling, punctuation and grammar mark work. In this regard they also support the use of key subject specific vocabulary, sentence construction and the layout of text.*
- *Teachers make productive use of word walls, and displays in both classrooms and corridors.*
- *Teachers make pupils aware of the success criteria needed to complete literacy tasks, and equip them with the necessary strategies and resources to be effective.*
- *Teachers collaborate to develop departmental approaches to the application of literacy skills and embed these in schemes of work.*
- *Teachers celebrate literacy achievements through certificates, rewards and display boards.*

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