




Literacy Policy

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The Stanway & Thomas Lord Audley Schools’ Whole-School Literacy Policy

Introduction

At the schools, we know that good literacy skills across the school curriculum enable students to communicate effectively. They allow students to become more confident in their own abilities as learners and allow each child to develop his/her particular skills to the highest level possible. In addition to this, we are firm believers in the fundamental principle that Literacy is the key to raising standards and improving learning. We aim, through this policy, to produce literate students who will emerge as confident and articulate communicators. This will in turn, prepare them for the continuation of their academic studies or to enter the world of work. We understand that poor levels of literacy impact negatively on the outcome of students’ work and how they see themselves. Students with poor literacy tend to believe that they ‘cannot learn’. This policy seeks to change that perception.

The Schools recognise that the development of literacy skills is an entitlement for all students and the responsibility of the whole community. In using the term literacy, we encompass all three components of language – speaking & listening, reading and writing.

All elements of our Literacy Policy should be reflected across the curriculum, build on the strengths of existing practices and procedures, and reflect the needs of every student.

The purpose of this policy is to:

- Ensure that language skills are developed and used across the curriculum. This will be in keeping with the National Literacy Strategy.
- Enable all students to reach their potential in the key literacy skills of reading, writing, speaking and listening.
- Raise staff awareness of the importance of literacy throughout the curriculum.
- Establish procedures for monitoring literacy across the curriculum.
- To recognise that all teachers are facilitators of literacy through their subject

And therefore

- To raise literacy attainment at every level of ability in all subjects areas to ensure that we maximise the potential of every student.
- To ensure that all students have the opportunity to become effective readers, writers and communicators.

Leadership and Management

The senior member of staff with responsibility for literacy will be expected to lead and support literacy development in:

- Regular audits of current practice and procedures;

- Collation and dissemination of information and data pertaining to literacy;
- Planning, organising and leading related staff training;
- Decision making processes that will directly affect the development of literacy.

Implementation

Each subject area will seek to promote students' appreciation of the links between talk, reading and writing and the value of each in specific subject areas. In addition, they will also support students' literacy needs through the provision of literacy supportive classrooms.

In all subject areas students will have opportunities to improve their literacy skills by:

(In reading)

- Systematically learning and understanding new tier 2 and tier 3 vocabulary to enhance their reading comprehension and the development of subject knowledge
- Using reading to research the subject area and gain relevant background knowledge e.g. through completing relevant and challenging reading homework
- Using DART (Directed Activities Related to Text) strategies to access text.
- Using the Learning Resources Centre or Library and ICT to support learning;
- Being as independent as possible through practising reading to enhance their learning.

(In writing)

- Writing in a variety of forms for different purposes
- Writing for a range of audiences
- Planning, drafting and discussing writing
- Using writing to organise thoughts and aid learning
- Write according to the attainment level they are at

(In speaking and listening)

- Using talk for a range of purposes and audiences;
- Using talk to explore and evaluate;
- Using talk to ask and answer questions;
- Using tier 2 and 3 vocabulary in verbal responses
- Planning, discussing and evaluating their speaking and listening;
- Solving problems collaboratively.

In all subject areas teachers will aim to improve the literacy skills of students by:

(In reading)

- Facilitating reading development through their subject;
- Presenting reading tasks at a suitable level;
- Enabling students to have access to challenging texts
- Sharing DART strategies with students and teaching them how to access text;
- Drawing students' attention to structure, layout, format, print & other signposts;

- Helping students to skim, scan, read intensively according to task;
- Teaching students to select or note only what is relevant;
- Teaching students to read identified subject vocabulary and comprehend varied and subject specific vocabulary including tier 2 and 3 vocabulary.

(In writing)

- Offering students writing frames to facilitate extended writing;
- Offering students models for writing in a range of forms;
- Planning for students to participate in shared writing
- Sharing exemplar work with students
- Encouraging students to use tier 2 and 3 vocabulary in their writing
- Providing resources and reference cards to support independence for all students (e.g. subject dictionaries);
- Helping students to draft writing through the subject context;
- Helping students with handwriting, spelling, and presentation aspects of their writing;
- Teaching students to spell identified subject vocabulary;
- Providing appropriate activities for all levels of ability.

(In speaking & listening)

- Appreciating talk as a valuable area of learning;
- Recognising the difference between Standard English and varied dialect.

In all subject areas organisation of lessons will aim to improve the literacy skills of students by:

- Providing a range of materials to support the subject topic;
- Providing texts at appropriate readability levels which cater for the range of students reading needs;
- Providing materials which are up to date and attractive;
- Designing activities which focus on identified subject vocabulary.

In all subject areas assessment will aim to improve the literacy skills of students by:

- Using assessments of reading, writing and speaking and listening to support lesson planning;
- Referring to reading, writing and speaking and listening where possible in records and reports.
- To mark student work for SPaG, enabling students to make improvements.