

# Literacy Across The Curriculum Policy

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*'Pupils should be taught in all subjects to express themselves correctly and appropriately and to read accurately and with understanding.'*

*QCA Use of Language across the Curriculum*

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## Why is literacy so important?

A central aim of teaching and learning is to develop students' ability to use language effectively, in order to think, explore, organise and communicate meaning. Improved literacy leads to improved student self-esteem, motivation and behaviour; it enables students to learn independently; and it is personally empowering.

More specifically, effective use of language - both written and spoken - is crucial to successful learning in all subject areas of the curriculum, each of which can contribute to developing literacy skills through its own distinctive opportunities and demands. It follows that all teachers are teachers of literacy.

The development of students' literacy skills is essential to whole-school improvement; by improving the literacy skills of all students, standards across the curriculum will rise.

The staff at Willingdon Community School are therefore committed to working together across the curriculum:

- to promote students' personal confidence, resourcefulness and independence in communicating with others in speaking and listening, reading and writing;
- to raise students' literacy attainment- both productive and receptive - at every level of ability, and in all subject areas;

We recognise that what it means to be literate changes over time, and that the texts and technologies of the literate are now many and varied, involving spoken and written language, electronic and print media, still and moving images. Students will be given opportunities to develop their literacy skills in all these areas.

## Developing Literacy Skills

### Speaking and Listening.

**'Reading and writing float on a sea of talk.'**

James Britton 'Language and Learning'

#### **Teachers will help students:**

1. to understand that talk (and not just reading and writing) is a valuable means of learning in itself;
2. to value and respect the talk of others;
3. to be confident contributors in a wide range of oral activities, in individual, paired and group situations;
4. to understand that differences in task, purpose and audience require different levels of language formality.

## Reading

**'Reading is arguably the most crucial literacy skill for cross-curricular success in secondary schools.'** SSAT 'Literacy Across the curriculum.'

### Teachers will develop students' reading skills by:-

1. providing texts at appropriate reading levels for the range of student reading ability;
2. encouraging extended reading as well as reading in short bursts;
3. providing opportunities for students to access texts independently e.g. using CD Roms and the Internet, works of reference, library catalogues and indexes;
4. helping students to develop a range of active reading strategies – skimming, scanning, reading intensively – for a range of contexts and purposes;
5. helping students acquire a variety of comprehension skills – literal, inferential and evaluative – e.g. through DARTS activities ('Directed Activities Relating to Texts');
6. teaching students how to select/note/synthesise information from their reading;
7. drawing students' attention to the way texts are organised in different subject areas e.g. format, page layout, print, illustrations and diagrams, and other key textual features.

## Writing

**Writing has the power to refine and clarify inchoate thought: 'How do I know what I think until I see what I say?'**

E.M. Forster

### Teachers will aim to develop writing skills by:-

1. providing opportunities for students to write in a variety of styles, and for a variety of audiences and purposes;
2. providing students with models of different styles of writing, including through teacher modelling, and structured assistance (e.g. writing frames) in reproducing their linguistic features;
3. giving students further opportunities through

peer and self assessment to recognise the successful use of specific stylistic features in a text;

4. drawing students' attention to the importance, and the techniques, of the drafting, editing and proof-reading process;
5. helping students with handwriting, spelling and presentational aspects of their writing;
6. teaching students to spell key subject vocabulary, and understand their meaning and usage.

## Literacy across the Curriculum: Marking Policy

### Spelling mistake:

Word circled, 'sp' in margin. Or word circled, correct spelling written in margin. In either case, corrections written out by student a number of times under work.

### New paragraph:

// in text at appropriate place, NP in margin.

### Confused expression

Underline the phrase or sentence, and ? in margin.

### Faulty punctuation

Add correct punctuation in text and circle.

### Capitalisation

Correct to a capital letter or vice versa, and circle.

### Correct, or well put: ✓

**Target** Circled T, followed by the target, at end of work.

Please use **green pen** for all corrections and comment marking, and date the comments.

## Responsibilities

**'Language is the prime medium through which students learn and express themselves across the curriculum, and so all teachers have a stake in effective literacy development.'**

SSAT 'Literacy Policy'

### Deputy Head (JJ)

1. to monitor and evaluate whole-school provision as set out in the School Improvement Plan, departmental operation plans and schemes of work through: the departmental annual review system, work scrutinies, lesson observations and learning walks, and student voice interviews;
2. to ensure that the school's system of data collection provides adequate evidence of students' literacy levels, and that staff understand how to interpret it;
3. to oversee the school's literacy marking policy;

### Literacy Co-ordinator (SP)

1. to keep colleagues up-to-date on KS3 literacy initiatives in English and how they can support literacy development in other subjects;
2. to support literacy initiatives in other subjects by suggesting materials and strategies, and through coaching, peer observations and team teaching;
3. to take a lead in delivering school-based INSET;
4. to initiate lesson-based research and share findings, through leading R&D groups in reading and writing.
5. to identify students in need of literacy support, and work with the Literacy Intervention Teachers to ensure effective additional provision for these students;
6. to work with the school librarian in raising the profile of reading across the school.

### Literacy Intervention Teachers (JMS & other members of the English dept.)

1. to work with the school's literacy co-ordinator to identify those students who require intensive literacy support;
2. to liaise with the parents of such students, keeping them informed of provision and progress;
3. to liaise with students' subject teachers to identify specific needs;
4. to develop appropriate schemes of work and tracking procedures;
5. to produce and disseminate at key assessment points an analysis of student progress in reading and/or writing;
6. to monitor and evaluate the success of the programme;

### English Department

1. to provide students with the knowledge, skills and understanding they need to read, write, speak and listen effectively, and to play a role in identifying cross-curricular literacy priorities.

### Learning Support Department

1. to provide targeted intervention to students working below level 2/3, and support for students with SEN statements.

### Directors of Learning/Leaders of Learning.

1. to incorporate into their schemes of work the literacy objectives for their subject area, from the KS3 National Strategy;
2. to establish the reading requirements and the writing styles the students will need to be familiar with, in order to succeed;
3. to ensure that the literacy marking policy is used effectively in the department;
4. to ensure that opportunities for learning through talk (in addition to reading and writing) are included in Schemes of Work;
5. to ensure that IT and the facilities of the School Library are used as a means of improving

standards of literacy;

6. to monitor the attainment/progress of boys' literacy, in relation to that of girls' within their subject area;
7. to oversee the setting-up and maintenance of the 'key-words in context' displays in departmental classrooms.

## Subject Teachers.

1. to be familiar with the literacy levels of students in their teaching groups, and match tasks and materials accordingly;
2. to work with the Learning Support Dept. and Hearing Support Facility, and their subject Teaching Assistant, in developing materials and approaches for those students who require literacy support;
3. to ensure that students with high levels of literacy are provided with appropriately challenging tasks and materials;
4. to record and make use of assessment data which provides information about student literacy: verbal CAT scores, Reading and Spelling Ages, KS2 National Test results in reading and writing;
5. to set short-term literacy targets, when appropriate (e.g. spelling of key words, presentational features), as part of the school's assessment and analysis process;
6. to ensure that subject specific key words (in context) are displayed on classroom walls and discussed as appropriate with learning objectives at the start of the lesson;
7. to implement the school's literacy marking policy.

## Librarian

1. to promote reading across the school, and to encourage the development of key research and study skills.

The English Department and the Learning Support Department have a major role to play in developing student literacy, and will consequently have additional, more specific, responsibilities to those outlined above. These can be found in their respective departmental policies and Schemes of Work.



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