

Literacy Policy



Formby High School
Determined to Achieve

Definition

Literacy is a key life skill that imbues students with positive social, educational and economic outcomes. It enables students to gain access to the subjects studied in school, to read for information and pleasure, and to communicate effectively. Poor literacy skills will act as a barrier to learning and will, therefore, impact negatively on what students can do and how they see themselves. Crucially, at Formby High School we believe that literate students will ultimately emerge as confident and articulate communicators, fully prepared to enter the adult world, whether to continue their academic studies or to enter the world of work.

Aims:

In adopting a whole school Literacy Policy, the Governors of Formby High School are committed to developing the literacy skills of our students, in the belief that it will support their learning, enabling them to access the whole curriculum and, in turn, raise standards for all. It is important to recognise that **all teachers** are teachers of **literacy**. It is the key for academic success and the long-term sustainable improvement in attainment.

The aims of the policy are:

- To ensure that all teachers share the responsibility for developing and supporting literacy and feel confident to do so within their subject area.
- To ensure systematic, whole-school approaches to:
 - learning through talk
 - learning from a diverse range of texts
 - the development of word consciousness and etymology
 - The promotion and modelling of academic language
 - and learning through writing in a range of styles
- To support the development of literacy through the deployment of a range of resources in the school.
- To foster a school ethos and climate for learning that gives high status to literacy-related activities, particularly reading and writing for pleasure.
- To ensure clear procedures for monitoring literacy across the curriculum.
- To promote the increased use of the school library as a hub for reading, creativity and independent research

Strategies for ensuring progress against these aims:

- The teaching of literacy is not the responsibility of the English Department alone; all teachers share responsibility for developing students' literacy skills. Teachers across the curriculum contribute to students' development of language, since speaking, listening, writing and reading are, to varying degrees, integral to all lessons. (See appendix).
- Quality First Teaching will support the development of literacy within lessons.
- Literacy codes will be used when marking work to promote high standards of literacy.
- All students will be screened upon entry for Reading and Spelling.
- Upon analysis of results students will be placed on an intervention programme appropriate to their needs.
- The SENCO will make available data related to spelling and reading ages.

Monitoring and Evaluation

- Literacy development occupies a central place in the school's monitoring and evaluation procedures. Books are monitored for their marking of spelling, punctuation and grammar by Middle Leaders and the Senior Leadership Team during book scrutinies, learning walks and lesson observations. Literacy is a central focus during lesson observations. In all

curriculum planning, the positive promotion of literacy needs to be an essential criterion for success.

- Measuring success in literacy will be possible through a variety of indicators. English assessments as well as external test results in different subjects will reveal the extent to which students have developed competency. Students receiving a personalised curriculum will be monitored through the SEN Support Plans.
- Lesson observations and Learning Walks will continue to monitor the development of literacy and vocabulary acquisition.

Appendix

Speaking and listening

Talk is our main means of communication in everyday life and is fundamental to the development of understanding. We want our students to develop increasing confidence and competence in speaking and listening so that they are able to:

- clarify and express their ideas and explain their thinking;
- adapt their speech to a widening range of circumstances including paired and group discussions and speaking to a larger audience;
- use varied and specialised vocabulary;
- speak for a range of purposes e.g. to narrate, to analyse, to explain, to reflect and evaluate;
- listen with understanding and respond sensitively and appropriately.

In our teaching we should provide planned opportunities across the curriculum for students to engage in purposeful talk, both formally and informally.

In planning for talk we should consider pace and timing so that purposeful talk is maintained.

Whilst teacher exposition is essential we should take account of demands on concentration to ensure that students are required to listen for realistic lengths of time.

We should give students regular opportunities to speak and listen in the following contexts:

- in pairs with a working partner;
- in small groups with opportunities to take on the roles of chair or scribe;
- with the teacher or another adult;
- in whole class discussions;
- presentations to a wider audience;

In these contexts some of the following activities should take place:

- exploring and describing events, activities and problems, exploring and developing ideas with others;
- reporting back to a wider audience in order to consolidate ideas and understanding;
- asking questions as well as answering them;
- speculating, hypothesising and imagining;
- planning, organising and reviewing activities;
- investigating and solving problems collaboratively;
- evaluating experiences and reflecting on learning;
- talking at length and adopting the 'expert' role.

Reading

We want our students to enjoy reading, to be able to use their reading to help them learn and to develop increasing confidence and competence in reading so that they are able to:

- read fluently, accurately and with understanding;
- become independent and critical readers and make informed and appropriate choices;
- select information from a wide range of texts and sources including print, media and ICT and to evaluate those sources;
- apply techniques such as close reading, inference, skimming, scanning, visualising, predicting, questioning and empathising in order to research and appraise texts.

We should use available data on students' reading levels in order to make informed choices about appropriate texts and to plan appropriate support for students in order that they may successfully access texts.

Planned opportunities across the curriculum should be provided for students to:

- read and follow written instructions;
- read and engage with narratives of events or activities;
- read out loud;
- follow up their interests and read texts of varying lengths;
- question and challenge printed information and views;
- read with understanding descriptions of processes, structures and mechanisms;
- read and explore ideas and theories;
- learn how to sift and select, and take notes from text and read to locate and relocate information;
- learn how to scan for overall meaning and scan for key points, words and phrases;
- use reading to research and investigate from printed words, moving images, ICT texts.

Writing

Many lessons include and depend on written communication. We want our students to develop increasing confidence and competence in writing so that they are able to:

- write in a widening variety of forms for different purposes e.g. to interpret, evaluate, explain, analyse and explore;
- develop ideas and communicate meaning to a reader using wide-ranging and technical vocabulary and an effective style, organising and structuring sentences grammatically and whole texts coherently;
- present their writing clearly, using accurate punctuation, correct spelling and legible handwriting.

Planned opportunities across the curriculum should be provided for students to:

- make notes from a variety of sources - printed word, moving images and ICT texts;
- use writing to plan, organise and record;
- write logs and journals in order to clarify thoughts and develop new understanding;
- plan, draft, discuss and reflect on their writing;
- learn the conventions of different forms of writing in different subject areas e.g. by using writing frames and providing clear models for writing ;
- write at appropriate length, sometimes briefly;
- write collaboratively with other students;
- present some writing for display or publication.

We should:

- expect high standard of presentation in most of students' finished writing;
- provide good models of particular kinds of high quality, academic writing;
- provide dictionaries, glossaries and lists of appropriate subject vocabulary and encourage students to use them;
- help students to use a range of strategies to learn spellings, including:
 - look – say – cover – write – check;
 - making connections between words with the same visual spelling pattern.