

Earlscliffe (Sussex Summer Schools Ltd)

LITERACY POLICY

At Earlscliffe, we accept the fundamental principle that Literacy is the key to improving learning and raising standards; it enables pupils to gain access to the subjects studied in schools, to read for information and pleasure, and to communicate effectively. Poor levels of literacy impact negatively on what pupils can do and how they see themselves. The teaching of literacy is not the responsibility of any department alone; all teachers share responsibility for the teaching of literacy across the curriculum and recognise their statutory responsibilities, as outlined in The National Curriculum. Crucially, we believe that literate pupils 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.

LITERATE SECONDARY PUPILS SHOULD BE ABLE TO:

- read and write with confidence, fluency and understanding
- use their skills in speaking and listening to explore, articulate and extend their understanding of texts
- be able to orchestrate a full range of reading cues (phonic, graphic, syntactic, contextual) to monitor their reading and correct their own mistakes
- understand the sound and spelling system and use this to read and spell accurately
- have an interest in words, their usage and meanings and an extensive vocabulary used appropriately for different purposes
- know, understand and be able to write in a range of fiction and poetry genre, and be familiar with ways in which those genre are constructed
- understand the conventions of different non-fiction text types and be able to use these conventions confidently as readers and writers
- plan, draft, revise and edit their own writing from notes to a finished form; understand the publishing process and be able to use a variety of means including ICT to produce texts for different audiences
- have an extended technical vocabulary with which to discuss and evaluate their reading and writing
- read and write with enjoyment and discrimination
- through reading and writing develop their powers of imagination, critical awareness and thinking
- be able to research independently and make notes from a variety of sources, including Internet
- know how to use a Library resourcefully and purposefully
- use appropriate reading strategies to extract particular information, e.g. highlighting, scanning

- use talk to question, hypothesize, speculate, evaluate, solve problems and develop thinking about complex issues and ideas
- be able to write cohesively in an increasingly sophisticated style, using varied punctuation, sentence structures, paragraphs and technical devices
- adapt their writing to suit audience and purpose
- be confident users of subject specific vocabulary and correct spellings

POLICY AIMS

1. To adopt a whole-school approach to literacy across the curriculum in keeping with the principles and practices established in the National Literacy Strategy
2. To enable all pupils to reach their potential in the key literacy skills of reading, writing, speaking and listening .Additional provision will be made for pupils who speak a different language at school from the one they speak at home
3. To support the development of literacy skills throughout the curriculum
4. To raise staff awareness of key literacy strategies through working party discussions, INSET and the dissemination of good classroom practice
5. To encourage staff to take responsibility for the development of literacy in their subject areas through the inclusion of appropriate schemes of work and lesson planning
6. To support the development of literacy through the deployment of a range of resources in the school e.g. on-line Library, use of ICT
7. To identify specific roles and responsibilities within the school with regard to the development of literacy work
8. To establish procedures for monitoring literacy across the curriculum

STRATEGIES

Reading

1. Across the whole curriculum teachers will provide activities for pupils to:
 - read and follow written instructions
 - read to explore and to develop understanding
 - learn how to sift, select and take notes from the text
 - learn how to access their textbook, including format and index
 - learn how to select from written material, reformulate, question and challenge what they read in textbooks, encyclopaedias, and newspapers or from ICT sources
2. Teachers will provide reading material of high quality, which is up to date, relevant and balanced in its presentation of ethnicity, culture and gender and appropriate for age and ability of the pupils.
3. Opportunities should be created for teachers to refer to pupils' use of reading in assessments and reports for all curriculum areas.

Writing

1. Across the curriculum teachers will provide activities for pupils to:
 - use writing to plan and organise
 - plan, draft, discuss and reflect on their writing, using ICT if appropriate
 - write for a range of purposes and audiences
 - make notes in a variety of formats, e.g. brain storming
2. Teachers will set writing tasks that have clear and immediate purposes are objective driven and which are appropriate for the age and ability of the pupils concerned.
3. Teachers will teach pupils how to structure their writing using a variety of sentence structures, paragraphs and a wide range of punctuation, including higher order punctuation e.g. semi- colons, colons and brackets.
4. Where pupils are asked to write in a particular genre, e.g. a newspaper report, teachers will ensure that pupils are familiar with the appropriate style and conventions.
5. Teachers will correct errors in grammar, punctuation and spelling in line with the school's marking policy.
6. We will aim to:
 - provide good models of particular kinds of writing
 - provide Frameworks where appropriate
 - provide dictionaries and teach pupils how to use them
 - display Key Words in the classroom using current appropriate wall displays
 - teach subject specific vocabulary and spelling
 - encourage high standards of presentation according to the school's policy

Speaking and Listening

Across the whole curriculum teachers will provide activities for pupils to:

- listen and carry out instructions
- explore and develop ideas with others, through their talk
- ask questions as well as answer them
- work collaboratively with others

ROLES AND RESPONSIBILITIES

All staff :

- should ensure that they are familiar with the specific literacy demands of their subject and ensure sufficient coverage of these skills in their lesson planning
- should use the agreed strategies in order to teach Writing, Speaking, Listening and Reading skills as outlined in The National Curriculum
- should be able to identify a pupil's literacy strengths and weaknesses and know how to build upon these in order to promote pupil progress
- should report on a student's standard of literacy at Parents' Evenings, as appropriate
- should be familiar with the KS4 English Framework objectives for years 10 & 11

Subject staff should:

- ensure that 'subject specific literacy' is clearly identified in schemes of work, and that there is obvious progression through the key stages
- seek to find opportunities to liaise with the English teaching staff to provide continuity
- monitor the work of the department with regard to the inclusion of subject specific literacy strategies in lesson planning
- encourage models of good practice e.g. modelling and close collaboration between colleagues in order to promote literacy developments

The English Department

The English Department should:

- support departments in the implementation of the school's Literacy Policy
- advise the teaching staff and relevant Committees on literacy issues
- liaise with staff with regard to SEN pupils' attainment and progress
- mainstream teachers are regularly updated by EFL teachers on how best to deliver their subject to non native speakers

The Curriculum Committee

The Curriculum Committee should:

- accept overall responsibility for the delivery of the school's Literacy Policy
- provide opportunities for staff training about literacy issues to take place on INSET days or during other times
- support the English Department's literacy initiatives
- monitor departments' implementation of the Literacy Policy
- be role models in employing literacy strategies in their own teaching monitor exam and assessment outcomes to ensure that no group is disadvantaged with respect to race or ethnicity, gender or being a boarder or day pupil

(SEN)subject staff should

- liaise with the English Department with regard to all pupils attaining below expectation
- communicate with all subject staff about those pupils who have literacy difficulties and give advice on what staff can do to help these pupils in their subject
- monitor pupils with literacy difficulties through IEPs and review meetings
- be familiar with the KS4 English Framework objectives for years 10 & 11

The Deputy Head

- provide appropriate resources to support the curriculum
- provide appropriate resources to support homework and other curriculum tasks
- support staff in teaching pupils how to research independently from a range of sources