

TADCASTER GRAMMAR SCHOOL



Toulston, Tadcaster,
North Yorkshire, LS24 9NB

LITERACY ACROSS THE CURRICULUM POLICY

Discussed by Leadership Group

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RATIONALE FOR WHOLE SCHOOL LITERACY STATEMENT

Tadcaster Grammar School is committed to improving standards of literacy through a consistent approach across all areas of the curriculum. Literacy refers to the ability to communicate effectively in a variety of ways to a range of audiences. It unites the skills of reading, writing, speaking and listening.

It is vital that students are allowed to become competent language users, in order to lead successful and productive adult lives. Competence and confidence with literacy skills promotes self esteem and sense of purpose will undoubtedly impact positively upon levels of behaviour.

Examinations demand high levels of literacy and it is those students who are literate who are more likely to achieve higher standards of attainment in public examinations. The more independent styles of learning can only be accessed where literacy levels are high. These styles of learning promote confidence and also assist in examinations where independent sustained writing is required.

It is a requirement of the revised Ofsted criteria that subject areas take responsibility for students' language development.

AIMS:

- To assist in raising the profile of literacy within the school.
- To help raise levels of literacy by encouraging all students to achieve their full potential in their reading, writing, speaking and listening skills.
- To develop an effective use of these skills appropriate to a variety of contexts and audiences.
- To value the languages and communication skills which students bring to school, and use these as a starting point for learning.
- To have high expectations of students' literacy skills.
- To provide structured support for individuals who are experiencing difficulties in any area of literacy.

PRINCIPLES:

- Speaking, listening, reading and writing are all essential, interrelated elements of the learning process in all subject areas.
- The school acknowledges each individual has strengths and weaknesses in different areas of literacy.

- All teachers are teachers of literacy.
- All staff should have access to Inset training which allows them to be confident and effective teachers of literacy.
- Different subject areas use language which needs explaining and re-enforcing through a variety of methods.
- The school's monitoring and review process should include scrutiny of literacy teaching across the curriculum, and students' cross curricular application of literacy.
- Language is dynamic and responds to changing social circumstances and expectations.
- Language embodies cultural and social values.
- In its commitment to equal opportunities, the school values the ethnic and social diversity of its population and acknowledges many students are skilled in a range of languages and dialects.
- Standard English should be promoted for academic and formal purposes.
- The whole school encourages reading for pleasure.

WAYS OF PROMOTING LITERACY ACROSS THE CURRICULUM

1. General:

- a) Value the opinions and ideas of all students.
- b) Involve students in the progress of their literacy development by providing regular feedback.
- c) Inform students of the purpose of any speaking and listening, reading or writing they do.
- d) Make texts in all subjects accessible to all students.
- e) Introduce students explicitly to subject specific terminology.
- f) Where appropriate, offer students frameworks to support extended writing tasks.
- g) High standard of presentation expected.

2. Speaking and Listening:

- a) Provide opportunities for structured talk in pairs and groups.
- b) Make explicit the ground rules and expectations of such talk.
- c) Make explicit the value of talk as an essential part of learning.
- d) Set speaking and listening tasks for homework.
- e) Provide opportunities to use varying degrees of formality appropriate to purpose and audience.

3. Reading:

- a) To encourage students to read for information and understanding as well as eliciting students' existing knowledge about a topic before reading.
- b) Teach the skills of reading graphics within texts; of interpretation of graphs, diagrams, etc and the relationship between these and the text. Provide a range of strategies to enable students to gain meaning from a text, e.g. text marking, cloze procedures, re-ordering of text sections.
- c) Provide opportunities for extended reading, as well as close reading, skimming and scanning.
- d) Support students in extracting information from a text and making notes. Texts should be decoded and age appropriate
- e) Encourage students to think critically about the texts they encounter across the curriculum.
- f) A wide range of reading material should be available in each curriculum area, which is up-to-date, relevant and balanced.
- g) Teaching rooms should be stocked with appropriate dictionaries, glossaries, etc.
- h) For further clarification, a 'text' may be of the non-print sort, such as a film or painting, e- texts or multi modal texts
- i) Value reading as an enjoyable activity in itself.

4. Writing:

- a) Provide good models of particular kinds of writing and presentation.
- b) Provide opportunities for collaborative writing.
- c) Where possible offer a real audience and purposes for writing. Avoid, as much as possible, copying and dictation.
- d) Provide structures and frameworks to scaffold students' writing.
- e) Actively teach the styles of writing needed in the different subject areas.
- f) Model and demonstrate the writing process for students.
- g) Focus on content and technical skills.
- h) Offer opportunities for extended writing through planning, drafting, revising etc.
- i) Offer opportunities for students to write in a range of genres and
- j) formats.
- k) Encourage the learning of correct spellings and utilise the school's marking key (see below).
- l) Display students' work attractively. Help students choose appropriate registers and forms in which to write, appreciating differences between standard and non-standard forms of language.
- m)

RESPONDING TO THE DEVELOPMENT OF STUDENTS' LITERACY ACROSS THE CURRICULUM

1. Assessment

- a) All teachers should be working within the context of the school Assessment Policy, including the use of common marking symbols.
- b) When marking for literacy it is essential that staff correct subject specific terminology. Staff should mark, spelling, punctuation and grammar, the following symbols must be used:

Sp	-	Spelling mistake
P	-	Punctuation error
Cap	-	Capital letter needed
^	-	Insert or word missing
Np	-	New Paragraph

- c) All teachers have a responsibility to provide feedback on students' literacy skills.
- d) Students should be encouraged to recognise their existing skills and set targets to further develop their skills.

2. Literacy needs of individual students:

Each individual has strengths and weaknesses, which may be highlighted, in the different areas of literacy: **speaking, listening, reading and writing.**

Some students experience greater difficulties than others in achieving their language and literacy skills for a variety of reasons. Staff can help these students make progress by using the following strategies:

- a) Reward effort made by individuals.
- b) Use a range of teaching styles.
- c) Use a range of resources.
- d) Give students the opportunity to practise a range of skills and demonstrate their strengths.
- e) Differentiate class work and homework.
- f) Use supportive paired and group work.
- g) Be aware that literacy targets may be included on individual student profile
- h) Involve parents and carers.

PROMOTING LITERACY DEVELOPMENT THROUGH ICT

ICT can support student language and literacy in some specific ways:

- Word processing programmes help the surface features of writing – neat text, spelling, and presentation – allowing the student to concentrate on their ideas, and giving them pride in their work.
- Desktop publishing means that students can produce brochures, newspapers and books, which can encourage writing.
- Audio and graphics can support the reading of texts along with ebooks.
- Regular use of the internet to improve students' research and reading skills in all forms of media including books.
- Internet sites dealing with key literary texts provide extra resources.
- Texts that exist on the computer can offer an opportunity to read in a new way.

THE ROLE OF THE ILC IN SUPPORTING LITERACY

The library is a key resource in fulfilling the following aims:

- To foster the range of reading skills outlined in the section on 'Reading'.
- To support students in their homework and project work.
- To provide a wide range of resources in a variety of media.
- To encourage and value reading for pleasure.
- To encourage the use of library resources by providing a pleasant and welcoming environment.
- To offer a base for students involved in the Reading Leaders Scheme.
- To facilitate and administrate the Accelerated Reader programme.

WHOLE SCHOOL STRATEGIES

In addition to Wave 1 Quality First Teaching and Dyslexia Friendly Classrooms:

- KS2 data, the results of the CATs and reading ages are given to all subject teachers to assist with embedding literacy in their lessons.
- A personalised curriculum pathway has been established targeting students in Year 8 who are working at Level 3 or below. Students are withdrawn from Modern Foreign Languages to follow the Accelerated Reader Programme in small groups to work on specific literacy skills. The programme runs through to the end of Year 9.
- Students in KS3 with specific learning difficulties who are not making expected levels of progress are invited to attend Dyslexia Sessions, working on phonics, phonological awareness, reading speed, accuracy and comprehension, mind-mapping, memory techniques and spelling strategies.
- Students in KS4 identified with specific learning difficulties are invited to book to meet with school's dyslexia teacher on a self-referral basis.

- Students in KS4 with specific learning difficulties who are not making expected levels of progress will be invited for a review meeting with the dyslexia teacher to target areas for development
- A homework support club is run each lunchtime for students who require guidance and support with the demands of the secondary curriculum.
- A Paired Reading Scheme has now been successfully running for four years. All Year 7 students with standardised reading scores below 85 (reading age below 9 years) are offered older reading mentors. The scheme has had a positive impact on relationships between older and younger students and the reading ages of individual students.
- An intensive Reading Intervention is delivered to all students recognised to have the most significant difficulty with reading. It is a 10 week programme that runs 1:1 with a trained specialist teaching assistant, three times a week for at least 35 minutes a session. Students follow a very prescriptive structured programme that combines multi-sensory approaches to work on key basic literacy skills. A similar programme runs for statemented students with moderate learning difficulties through School Based Tuition.
- Teaching Assistants are allocated to support students with literacy difficulties not only in core subjects but across the curriculum.
- Vertical Tutoring is used to promote literacy once every week with DEAR (Drop Everything and Read) time. The intention is to encourage every student (and staff) to read for pleasure.
- Members of staff are ensuring that literacy is highlighted in Schemes of Work and lesson planning where appropriate.
- The literacy coordinators meet regularly to discuss school policy and practice.
- Continued training for individuals and faculties through bespoke faculty drop in sessions.
- All students with a standardised reading score of below 85 to have access to a reader or computer reader for exams.

MONITORING

Heads of Faculty will include monitoring of Literacy Across the Curriculum as part of their regular monitoring. Their focus should be on effective incorporation of literacy into planning, monitoring of assessment opportunities (not built on).

The Literacy Co-ordinators will oversee the implementation and development of the policy and provide support for faculties. They will report to the Senior Leadership Team on the progress of Literacy Across the Curriculum.