Literacy Across the Curriculum Policy

1   Policy Statement

"Students 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.**

All teachers are teachers of literacy. As such, all staff at The King's School are committed to developing literacy skills in all of our students, in the knowledge that it will support their learning and raise standards across the curriculum, because:

- Students need vocabulary, expression and organisational control to cope with the cognitive demands of subjects;
- Reading helps us to learn from sources beyond our immediate experience;
- Writing helps us to sustain and order thought;
- Language helps us to reflect, revise and evaluate the things we do, and on the things others have said, written or done;
- Responding to higher order questions encourages the development of thinking skills and enquiry;
- Improving literacy and learning can have an impact on students' self-esteem, on motivation and behaviour. It allows them to learn independently. It is empowering.

All schemes of work, and some lessons, will include specific literacy objectives. All subjects will develop key vocabulary lists and teach these in accordance with the topics they relate to in their curriculum.

These objectives will inform what is taught, how it is taught, what is learnt and how it is learnt. Literacy should also form part of lesson plenaries when it is appropriate to the focus of the lesson.

2   Purpose

The purpose of this policy is to enable each student to further develop literacy skills through their application in all areas of the curriculum in order to promote better learning and to raise standards. The policy aims to raise awareness of literacy in all aspects of the curriculum and with all staff. See Guidance section for more detail.

3   Scope

This Policy will be used by all staff and will apply to all students regardless of age and ability. Student progress will be monitored from transition across all key stages and appropriately targeted strategies for intervention will be put in place.

4   Responsibility

- Senior Leadership Team lead and give a high profile to literacy;
- Subject Team Leaders are responsible for developing literacy within their own curriculum and should have a linked Literacy Policy which reflects this. The Literacy Co-ordinator will offer help and support where required to help produce these. Each department should identify the

contribution it makes towards Literacy and other Reading, Writing, Communication & Maths (RWCM) skills so that students become more confident and effective in all these areas;

- The English Department provides students with knowledge, skills and understanding they need to read, write and speak and listen effectively;
- Teachers across the curriculum contribute to students' development of language, since speaking, listening, writing and reading are, to varying degrees, integral to all lessons. They focus on specific literacy skills and key words required for students to succeed in their subject. They create, use and maintain VCOP displays and resources appropriate to their subject. They use the whole school literacy marking code to focus on literacy skills in written work. It is the staff's responsibility to ensure that materials presented to students will match their capability both in subject content and in literacy demands. They will liaise with the Special Needs and English departments when appropriate in order to support their teaching of literacy;
- The Literacy Co-ordinator supports departments in the implementation of strategies and encourages departments to learn from each other's practice by sharing ideas. She helps departments differentiate schemes of work for students with low reading ages. She supports and advises how staff can use reading ages to prepare and plan lessons. She monitors, tracks and evaluates literacy teaching across the curriculum;
- Parents encourage their children to use the range of strategies they have learnt to improve their levels of literacy. They encourage their children to read for at least 15 minutes per day. They support the school in developing literacy skills in their children;
- Students take increasing responsibility for recognising their own literacy needs and making improvements. They recognise that literacy is needed in every subject across the school. They use the literacy marking code to learn how to improve their written work. They read for at least 15 minutes per day. They take part in literacy lessons if needed to improve their literacy levels;
- Governors have an identified Literacy Governor who meets with staff and students to report progress and issues to the Governing Body and to parents.

Across the school we shall:

- Identify the strengths and weaknesses in students' work from across the school;
- Adopt the 'Literacy Framework' objectives as a way of planning for and assessing literacy skills, these are available on the school shared area;
- Use VCOP as a whole school approach to improving literacy;
- Adapt the identified literacy cross-curricular priorities for each year;
- Seek to identify progression in the main forms of reading, writing, speaking and listening undertaken in each department and strengthen teaching plans accordingly;
- Plan to include the teaching of objectives to support learning in own subject area;
- Review this Literacy Policy every two years.

5   Publicity

All staff and students recruited to the school will be made aware of the Literacy across the Curriculum Policy. The policy will be posted on the Shared (G) drive of the school web site to be shared with parents/carers and the wider school community.

GUIDANCE

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

Literacy Progress Units (LPUs) - Intervention
Targeted intervention will be used to help students to catch up with their peers as quickly and effectively as possible in order to maximise access to the secondary curriculum.
Teachers across the curriculum will be kept informed about which students are participating in LPUs
Teachers will be familiar with the content of particular LPUs in order that they can 'link the learning' into their subject area and to provide students with opportunities to practise their skills. Literacy Mentors will deliver good quality targeted schemes of work to progress students to achieve functional literacy as quickly as possible.

The school has several intervention programmes to help raise literacy levels of those students who enter the school at level 3 or below. These are:

- Reading Club for Years 7, 8 & 9. This takes place three times a week during registration for 20 minutes. These sessions are run by a Literacy Mentor;
- LSAs withdraw students who are working below National Curriculum level for literacy support. This occurs during normal curriculum time;
- One to One tuition is offered to students whose reading age is 3 or more years below chronological age. This is delivered by "Reading Matters" staff;
- Peer mentoring scheme. Year 10 students work in the LRC with selected students from Years 7 and 8.

Differentiation
The King's School students are entitled to our highest expectations and support. Some will need additional support and others will need to be challenged and extended. Strategies that we use include:
- Questioning;
- Adjusting the demands of the task;
- The use of additional support;
- Use of group structures;
- Resources;
- Making objectives clear;
- Creating an atmosphere where students evaluate their own and others' work.

Gifted & Talented: Staff use appropriate data sources to identify able students and promote ways of structuring challenging learning opportunities for them using Literacy Framework objectives. Professional development activities will further develop a teaching repertoire which supports and challenges more able students. Involvement in reading clubs and debating societies will provide further opportunities to develop RWCM skills. Staff will continue to encourage peer support of more able students to assist in the development of their peers' literacy.

English as an Additional Language: Our students learning EAL need to hear good examples of spoken English and also to refer to their first language skills to aid new learning in all subjects of the curriculum. The use of their first language enables them to draw on existing subject knowledge and to develop English language skills in context. For example, a group of students can learn about paragraph organisation in their mother tongue.
EAL students need to have access to differentiated resources to enable them to learn English and gain functionality as quickly as possible. Support and advice will be sought on an individual basis from specialist departments.

SEN: students with Special Educational Needs are taught appropriately to their needs. Staff support their learning and provide them with challenges matched to their needs through using a range of

teaching strategies such as guided group work, writing frames and oral activities. Literacy guidance is provided by a statemented student's Key Worker. Classroom teachers should aim to meet with a student's key worker regularly and discuss and plan their personal learning needs together. Withdrawal support may also be used as a strategy for students requiring specialist literacy intervention.

Speaking and Listening
We will teach students to use language precisely and coherently. They should be able to listen to others, and to respond and build on their ideas and views constructively.

We will develop strategies to teach students how to participate orally in groups and in the whole class, including: using talk to develop and clarify ideas; identifying the main points to arise from a discussion; listening for a specific purpose; discussion and evaluation.

Staff training needs will be met through INSET sessions and resources in the 'Literacy across the Curriculum' folder, which contains useful strategies such as the management of group talk and listening.

Reading
We aim to give students a level of literacy that will enable them to cope with the increasing demands of subjects in terms of specific skills, knowledge and understanding. This applies particularly in the area of reading, including from the screen, as texts become more demanding.

We will build on and share existing good practice. We will teach students strategies to help them to: read with greater understanding; locate and use information; follow a process or argument; summarise; synthesise and adapt what they learn from their reading.

Advice and training materials have been provided to help staff to differentiate texts and tasks according to the reading ages of students in their classes. The constant use of differentiation will enable all learners to feel they are able to access the reading resources in their lessons.

Writing
It is important that we provide for co-ordination across subjects to recognise and reinforce students' language skills, through:

- Consistent whole school approach to using VCOP when students are writing in all subjects;
- Using the Literacy Marking Code to ensure all staff mark literacy errors in a uniform and consistent approach;
- Making connections between students' reading and writing, so that students have clear models for their writing;
- Using the modelling process to make explicit to students how to write;
- Being clear about audience and purpose;
- Providing opportunities for a range of writing including sustained writing.

Writing non-fiction (2012/13 priority)
Each department will:

- Teach students how to write in ways that are special to that department's subject needs;
- Liaise with the English department to help decide when the generic text types are best introduced in Year 7;
  The text types are: information; recount; explanation; instruction; persuasion; discursive writing; analysis; evaluation; formal essay;
- Align, wherever possible, the teaching of subject-specific text types to follow the broad introduction by the English department, so that students see how types of writing are applied and adapted in different subjects.

Spelling: (2012/13 priority)
Each department will:

- Identify and display key vocabulary;
- Revise key vocabulary;
- Teach agreed learning strategies which will help students to learn subject spelling lists;
- Concentrate on the marking of high-frequency and key subject words taking into account the differing abilities of students;
- Test or revise high frequency words regularly;
- Set personal spelling targets.

Monitoring and Evaluation
We make use of available data to assess the standards of students' literacy. Senior Leadership Team, Subject Team Leaders, Year Achievement Leaders and the Literacy Co-ordinator work together to monitor progress across the school.

Possible approaches are:
- Sampling work – both students' work and departmental schemes;
- Observation – student pursuit and literacy teaching;
- Meetings;
- Student interviews;
- Scrutiny of development plans;
- Encouraging departments to share good practice by exhibiting or exemplifying students' work with literacy foci identified.