



SENIOR GIRLS' LITERACY POLICY

Teaching and Learning Policy: Literacy Across the Curriculum

Rationale

The development of literacy skills across all curriculum areas is vital. Effective Literacy across the Curriculum will develop pupils' ability to:

- write for a variety of purposes and audiences, collect information, organise ideas and write accurately to show "what they know" across subject areas
- access information and read with understanding and comprehension
- speak and listen effectively across a range of contexts, developing their ability to negotiate, hypothesise, present information and extend and clarify their ideas and thinking
- promote knowledge and understanding of the students' standards of achievement and the interrelatedness of all fundamental skills across the curriculum
- increase self-esteem, motivation and ability to work independently.

Implementation

Teachers across the whole curriculum should:

- use materials which take account of the needs of all students, with regard to ethnicity, gender, ability and social and cultural factors (the needs of EAL students should also be met with reference to the EAL policy)
- structure lessons appropriately in ways that support and stimulate language development and show how learning objectives for students are to be achieved;
- recognise how resources will be organised and used to support this teaching;
- monitor and evaluate the impact of common goals and clear, shared expectations of students' developing ability to talk, read and write effectively.

Students in Years 7-9 will be provided with The Student Guide to Literacy which will be used as a reference for consistent standards across the curriculum. Students will be encouraged to refer to the material and be taught how to apply this in their work.

Specific Strategies to include in planning, teaching and learning

- Highlight the importance of subject specific literacy with pupils
- Highlight the links between reading, writing and speaking and listening
- Ensure progression in development in reading, writing, speaking and listening
- Recognise that the three language modes are interdependent.

Speaking and listening tasks will provide opportunities, in a range of groupings, for students to clarify and explain ideas; adapt speech to a variety of purposes and audiences; use varied vocabulary and terminology; listen with understanding and respond with critical perception.

Examples of speaking contexts include describing and narrating; reporting; speculating; reviewing; evaluating; planning etc.

Reading/comprehension tasks will expose students to the enjoyment of reading, increasing confidence and competence in reading so that they can develop as independent and critical readers skilled in skimming, scanning, selecting, synthesising, analysing and evaluating information accurately. We should use available data on students' reading levels in order to make informed choices about appropriate texts and to plan appropriate support for pupils in order that they may successfully access texts.

Writing tasks should include a variety of forms for different purposes and audiences. Students should know how to develop ideas and communicate meaning to an expert reader using accurate punctuation, register (including Standard English forms) grammar and spelling. We should pay close attention to writing as a learning tool as well as a product of the learning. Writing should, as often as possible, reflect the literacy requirement of real contexts.

(See appendix 1 for more information on strategy)

Assessment

- Departments will comment on the literacy skills demonstrated by pupils as part of on-going formative and summative assessment. Relevant success criteria will be made explicit to pupils
- Departments will take pupils' literacy skills into account when giving feedback to parents
- Departments will demonstrate high expectations over the standard and presentation of all written work
- Assessment of pupils' literacy skills will feed into future planning

Responsibilities

SLT will:

- Lead on Literacy across the Curriculum and ensure it has a high profile
- Ensure effective development of whole school policy and practice
- Establish communication and liaison between curriculum areas and opportunities to develop and share good practice
- Monitor and evaluate the effectiveness of Literacy work across the school
- Facilitate and lead CPD

Teachers across all subject areas will:

- Adopt a consistent approach to teaching literacy skills in lessons
- Be familiar with and implement a range of strategies aimed at equipping students with the necessary literacy skills to succeed

Teachers of English will:

- Provide support to other departments as appropriate
- Make pupils aware that literacy skills are transferable to other subjects
- Provide informal opportunities to highlight literacy through a range of events

Monitoring and Evaluation

Heads of Department (including the Learning Support Coordinator) and the Assistant Head (Academic Achievement) will monitor and report on progress regularly. The following methods will be used:

- Work sampling
- Observations and learning walks
- Pupil interviews
- Scrutiny of development plans and departmental planning
- Data analysis

Appendix 1

Specific Strategies: Reading

Pupils will have opportunities to:

- Develop research skills using print, media and multi modal texts
- Develop ability to skim and scan texts, highlighting important information
- Develop comprehension skills
- Develop confidence in handling a variety of texts

Teachers will aim to:

- Specifically highlight reading strategies to support pupils, e.g. skimming, scanning, re-reading to check meaning, predicting, empathising
- Highlight structure, layout, format and other "signposts" in texts typical of their subject
- Support pupils in developing effective highlighting and note making skills

- Support pupils in developing their ability to interrogate texts to access literal and implicit meanings
- Support pupils in recognising and challenging bias

Specific Strategies: Writing

Pupils will have opportunities to:

- Write in a variety of forms for different purposes and audiences
- Plan, draft and discuss their writing
- Review different texts, developing their understanding of key features of a range of text types

Teachers will aim to:

- Offer student a range of appropriate models for writing and highlight the key features and criteria for success for each one
- Provide support for effective planning
- Model writing (e.g. the first paragraph) so pupils are able to see “how it’s done”
- Use shared and guided writing where appropriate
- Offer opportunities to complete extended pieces of writing
- Use talk to develop ideas for writing
- Support pupils with spelling strategies
- Develop effective proof reading strategies

Specific Strategies: Speaking and Listening

Pupils will have opportunities to:

- Use talk for a range of purposes and audiences and in formal and informal contexts
- Use talk to develop, extend and present ideas
- Use talk to hypothesise and test theories
- Use talk to solve problems and work collaboratively
- Listen for specific purposes
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Teachers will aim to:

- Provide opportunities to present ideas in a range of formal and informal contexts
- Use questioning techniques (e.g. no hands up, paired talk, use of Blooms Taxonomy to formulate questions, thinking time, open questions) to extend thinking and generate new questions
- Use a variety of grouping strategies (e.g. pairs, triads, jigsaw grouping, envoys)
- Support helpful talk behaviours (e.g. building, challenging, questioning, summarising)
- Give pupils the opportunity to take on various roles within a group (e.g. scribe, chair)
- Model effective listening
- Provide a clear focus for listening

Appendix 2

Departmental Literacy Objectives

Art

- To build Formal S &L skills- Talking like the experts
- To enable Effective research-responding to specific questions to support comprehension
- To develop vocabulary learning through glossary in sketch pads

Business and Economics

- To develop the teaching and learning of presentation skills
- To develop the teaching and learning of synopsis/summarising skills
- To stimulate wider reading

Design Technology

- To reinforce subject specific terminology through display
- To encourage independent enquiry through thorough reading of text/instructions and peer support

- To develop skills in note making at KS5 to assist in essay responses.

English

- To embed teaching of grammar at KS3 and build on primary school learning
- To reinforce skills through display
- To lead in the use of the SG to L Booklets

Geography

- To develop dictionary skills
- To focus on planning at AS/ A2 for 40 minute essays
- To stimulate wider reading

History and Politics

- To stimulate wider reading at KS5
- To focus on skimming, scanning and summarising skills with Yr 12
- To focus on skills for writing effective paragraphs at KS3

ICT

- To demonstrate and apply the use of PEE in texts and responses
- To create WAGOLL example of 40 word summaries to develop summary skills
- To develop use of subject vocabulary through discussion activities

Maths

- To improve students comprehension skills in response to problem solving
- To focus on more explicit teaching of comprehension skills in Yr 13 C4 exam

MFL (skills in TL)

- To explore the use of literature at KS4&5
- To develop structured writing in Yr 10
- To develop spelling strategies as part of Yr 7 French Bee

Music

- To develop of listening skills for auditory sensitivity
- To centralise language learning in all schema of work
- To raise the status of written work at KS3

PE

- To develop the use of sport specific vocabulary in Yr 7
- To develop understanding of attainment through exposure to written level descriptors on display.

Psychology

- To develop subject specific essay writing and presentation skills
- To develop wider reading interests of students.

RS

- To develop wider reading by making good material readily available
- To build note making skills at KS5
- To develop students ability to summarise key concepts through a range of literacy tools.

Science

- To enable accurate spelling of key subject terms
- To enable confident use of key subject terms
- To develop summarising skills