



Literacy across the Curriculum Policy

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Rationale

Language is at the heart of all learning – it is the prime medium throughout which students process information and express themselves across the curriculum. Therefore, development of good literacy skills and effective use of language are critical in ensuring successful learning occurs in all subjects. Given that the enhancement of pupils' literacy skills results in enhancing their learning across the curriculum, every teacher has a genuine stake in the cultivation of effective literacy skills as a tool for learning in their own subject.

Literacy is a crucial part of the commitment to raising standards in James Calvert Spence College. A whole school approach to developing literacy helps to support the aims of the school by:

- Ensuring pupils are able to access the curriculum
- Ensuring students are confident, independent learners
- Putting in place the foundations for life-long learning

Signed by



Executive Headteacher:

Date: 8/1/20

Chair of governors:



Date: 8/1/20

1. Purpose

- To improve literacy skills of all pupils and thus enabling them to access the curriculum in a more effective manner
- To raise standards across all subjects
- To ensure that the statutory requirements to develop literacy across the curriculum are fulfilled
- To raise staff awareness of literacy as a tool for teaching and learning
- To establish and maintain high, consistent expectations across the curriculum
- To develop pupils' literacy skills by encouraging students to become effective speakers and listeners, confident writers and learners who can deploy a range of reading strategies
- To support pupils with weak literacy skills through specific intervention strategies
- To develop pupils' confidence and raise their self-esteem
- To prepare pupils for life in an increasingly communications led society by ensuring that literacy skills are embedded and taught across all key stages

2. Monitoring and Evaluation

We have a range of systems in place to monitor and evaluate literacy across JCSC. For example: lesson observations with a focus on reading and vocabulary, whole school literacy book looks, using an external advisor to review the impact of literacy, student and staff voice. We also use data to monitor the progress of reading and provide a tiered approach to intervention to ensure that students are supported and challenged as required.

3. Guidelines

3.1 Literacy and English

At JCSC, we are clear that the teaching of literacy is not the sole responsibility of the English staff. All teachers have a responsibility to provide pupils with the knowledge, skills and understanding they need in order to read, write, speak and listen effectively.

3.2 Literacy across the Curriculum

Staff in all curriculum areas have an equal responsibility to teaching and promoting effective literacy skills, particularly reading. All subjects make a specific contribution to developing students' language through the use of subject specific vocabulary, the use of styles of writing that are appropriate to that subject, the need for students to access subject specific materials and the special opportunities and demands of the subject.

In developing literacy across the curriculum we, as teachers and support staff, have the responsibility to enable our students to:

- Express themselves clearly, correctly and appropriately in both speech and writing
- Read accurately and with understanding
- Be able to extract information from a text
- Read for enjoyment
- Use grammatically correct sentences
- Spell and punctuate accurately in order to communicate effectively in written English
- Recognise and use Standard English

To ensure a whole school approach to the teaching of specific literacy skills, the following guidelines are essential.

3.3 Writing

Teachers within each Directorate must ensure that:

- Students are shown how to write in subject specific ways
- Students link and develop their ideas in writing by using appropriate connectives/ conjunctions/ discourse markers
- The appropriate style of writing is defined for students
- The way to organise and express styles of writing is modelled for students
- Pupils are provided with annotated examples of writing/models in the subject so that the requirements are clear and understood
- Writing frames are used when appropriate

3.4 Spelling

To improve students' spelling across the curriculum, teachers and LSPs:

- Display key words as appropriate and explicitly refer to them in their teaching
- Are aware of the range of strategies that pupils might use to learn spellings (such as mnemonics, words within words, phonic knowledge...)
- Plan activities within a unit to secure the correct spelling of key words, e.g. hangman, blockbusters, countdown
- Pre-teach subject specific vocabulary to support understanding and retention
- Encourage the use of glossaries or dictionaries
- Ask students to rewrite incorrect spellings 3x (as stated in the Literacy Correction Code)
- Encourage students to learn and record commonly misspelled words

3.5 Oracy – communication skills

To improve students' oracy across the curriculum, students experience staff as their role models in the use of language – they should receive encouragement in the correct use of English. Teachers within each Directorate ensure that when students experience opportunities for speaking/listening:

- The task and purpose for listening is clear beforehand
- There is time to reflect on the content
- Probing questions are asked
- Views expressed in lessons are either challenged or commented upon
- Pair work/group work is used when deemed appropriate
- Students are encouraged to listen to each other and respond accordingly
- Subject specific vocabulary is used
- Presentations are encouraged with simple points to promote extended speaking
- Refer to training of how to use oracy in lessons e.g. springboards for talk, concept cartoons...

3.6 Reading

To improve students' reading across the curriculum, teachers within each Directorate ensure that students:

- Experience active reading strategies that support their learning e.g. phonics support, annotating, note making, skimming and scanning, reciprocal reading...
- Experience different ways of reading e.g. individual reading, shared reading, teacher reading
- Read for pleasure during DEAR time and encourage reading at home
- Are taken through the structure/particular features of textbooks/software and shown how to use them
- Are shown how best to access reference material
- Know how to identify key points
- Know how to take effective notes
- Are supported to develop an appreciation of a range of texts

At JCSC we have a tiered approach to reading interventions. All KS3 students' reading ages are assessed and monitored each term. There is a tiered approach to intervention with the weakest students receiving Fresh Start. Students with higher reading ages - those within the top 10% of each year group - will be introduced to a wider variety of texts as well as more challenging texts across all subjects.