

Literacy Policy

At Chase Terrace Technology College we aspire for all of our students to achieve greater things than they ever thought possible.

We pride ourselves on being a warm and welcoming school that places community at the heart of everything we do. Our ambitious curriculum is enriching and inclusive, providing challenge and breadth for all. This empowers our students to become compassionate, confident and creative individuals who are resilient, respectful and equipped with a desire to take up a fulfilling role in society and the wider world

Our school is committed to raising standards of literacy in all its pupils, through a coordinated approach.

Literacy underpins the school curriculum by developing students' abilities to speak, listen, read and write for a variety of purposes. All teachers within our school have a role to play in this process.

'Pupils 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)

POLICY APPROVAL and REVIEW

Review date: **Sept. '19**

Approval needed by: **CTTC Local Governing Body**

Adopted: **Sept. '19**

Next review date: **Sept. '20**

1. Philosophy

1.1 It is our belief that all teachers are teachers of literacy. We are committed to developing the literacy skills of all our students, in the belief that it will support their learning and raise standards across the curriculum.

1.2 We believe that:

- Enhancing students' language enhances their subject learning
- All subjects can make a specific **contribution** to developing students' language through the teaching of subject-specific vocabulary and patterns of language
- All teaching contributes to students' development of language since speaking, listening, reading and writing are, to varying degrees, integral to all lessons.

1.3 Literacy across the Curriculum is important 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 and on motivation and behaviour. It allows students to learn independently. It is empowering.

2. Developing literacy skills – key concepts

2.1 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.

2.2 Reading

We aim to give students a level of literacy that will enable them to cope with the increasing demands of all subjects in terms of specific skills, knowledge and understanding. This applies particularly in the area of reading (including all aspects of media), 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.

In Year 7, students are enrolled onto the Accelerated Reading programme to improve their reading age and diagnose any specific reading issues that they may have. The programme is facilitated through form time, and English lessons. A 15 minute timeslot is allocated to silent reading during registration 3 times per week and a dedicated reading lesson is facilitated within the English curriculum. Support for weaker readers is provided through a dedicated intervention tutor which will continue throughout KS3 for those students who need ongoing support. The English department and the SEND department also provide lunchtime/afterschool sessions for those students who are reluctant to engage with the programme.

Across the rest of the year groups, we establish a culture of reading through Drop Everything and Read days across the school year. Staff and students across all departments are encouraged to read either a fiction or non fiction book for the first 10 minutes of every lesson for that whole day. Furthermore, staff are encouraged, alongside students to read silently at the start of each lesson as a settling activity in all lessons where possible.

2.3 Writing

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

- making connections between students' reading and writing (use the teaching sequence for 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.

2.4 Spelling and Vocabulary

We aim to have a consistent approach to the teaching and marking of spelling and subject-specific vocabulary. It is important that teachers across the curriculum teach the vocabulary specific to their subject effectively. Students should be given strategies to learn subject-specific vocabulary and understand the meanings and usage of the main words for each subject.

We will build on and share good practice across the curriculum. We aim to have displays of all key vocabulary in classrooms and for 'learning words' to be visible throughout the school. Staff and students explore the use of new vocabulary by using our 'word of the week' in lessons and during their tutor periods.

Common Marking Codes

Work should be marked for literacy using the following codes:

Sp	Incorrect spelling
//	Start a new paragraph
^	Missing word
?	Unclear meaning
P	Punctuation error or missing
C	Capital letter

Students should be given time to correct their literacy errors either within lesson time, or at home and these should be done in purple pen. With spelling, students are expected to write out the correct spelling 3 times.

The frequency of marking for literacy should be clarified by each Head of Department as appropriate for their subject.

3. Roles and responsibilities

3.1 Senior Leadership:

- All senior leaders have a responsibility to ensure that students' literacy skills are being developed in all subject areas. This will be monitored through learning walks, departmental reviews, lesson drop ins, book checks, line management meetings.

Specifically:

- The **Assistant Headteachers (Teaching and Learning) and (Pupil Premium and Literacy)** lead the whole-school strategy and gives a high profile to literacy development. This includes the key responsibility for monitoring progress in literacy across the school and assessing standards of students' literacy.
- The **Senior Assistant Headteacher (Student Support and Inclusion)** plays a further key role, with a specific focus on addressing the needs of those students with the greatest learning difficulties.

3.2 The English Department:

- The English Department play a lead role in assisting students with the knowledge, skills and understanding they need to read, write, speak and listen effectively and play a key role in identifying cross-curricular literacy priorities, targets and objectives. They will also provide resources for other departments so that a consistent approach is applied across subjects. They will also run intervention sessions for students whose literacy skills are falling below expected progress.

3.3 The Literacy Co-ordinator

The Literacy co-ordinator plays a lead role in the strategy for literacy. The Literacy Co-ordinator oversees the development of key decisions made across the school to support learning in this area: Accelerated Reader, Word of the Week, drop Everything and Read, and the reading programme for tutor groups are integral to supporting literacy across the curriculum.

- **3.4 The Learning Support Department** provides targeted intervention for students working below expected levels and specific support for statemented students.

- **3.5 The Learning Resource Centre Assistants** promote reading across the school and encourage the development of vital research and study skills. They will also provide Y7 form tutors and English teachers with diagnostic reports regarding students' progress in Accelerated Reader.

3.5.1 Intervention Tutors provide targeted intervention for students eligible for Pupil Premium funding who have not met expected progress at the end of KS2 and/or have low reading ages as diagnosed through the Accelerated reading programme.

3.5.2 Teachers (across the curriculum) contribute to students' development of language by making explicit reference to speaking, listening, writing and reading skills during lessons. Teachers should ensure that students are given a bank of subject specific key words and explicitly teach the meaning of these. Departments should devise their own strategies for improving students' spelling, punctuation and grammar as appropriate to their subject. Strategies should ensure that following work being marked, students can demonstrate in their work that they understand the error and have corrected it. Dictionaries/Thesauri should be provided so that students can be encouraged to use them to develop their vocabulary and spelling. (staff understand that some SEND students may not be able to use a conventional dictionary). Staff should promote active reading of texts and explicitly teach reading skills to students such as skimming and scanning, inference etc. Departments should plan frequent opportunities for extended pieces of writing. All staff should develop opportunities for individual, paired and small group speaking and listening activities. Standard English should be reinforced in all aspects of literacy.

3.5.3 Form Tutors:

- Year 7 – monitor and promote reading through the accelerated reading programme. Highlight any concerns to the Literacy co-ordinator so that early intervention can be applied.
- Year 8 -9 – promote reading for pleasure through the reading programme. Highlight any concerns to the Literacy co-ordinator.
- Year 10-11 – support the English department through the delivery of tasks and resources provided.

3.5.4 Parents: encourage their children to use the range of strategies they have learnt to improve their levels of literacy. Year 7 students are encouraged to read for at least 30 minutes every evening. Home Connect letters will be provided to parents so that they can monitor their child's reading. Specific revision evenings are provided for parents so that they can have some tools and strategies to support their child's learning at home. Where possible, parents are advised to have a good dictionary/thesaurus at home and encourage the child to use it. Parents can support their child with their homework and with proof reading their work for errors.

3.6 Students: take increasing responsibility for recognising their own literacy needs and making improvements. Ensure that all work is in Standard English. Write answers to questions using full sentences. Proof read work to check for any errors. Ensure that any work that has been marked by a teacher is improved upon. All students are expected to bring a reading book (or appropriate reading material) to school every day.

3.7 Governors: an identified governor reports literacy progress and issues to the Governing Body.

4. Monitoring and evaluation

The implementation of this policy will be monitored and evaluated through the school's 'monitoring learning' processes (as outlined in the Monitoring Learning Policy).

Reports will be made to the Governing body (on at least an annual basis).

(See also, the School's Literacy Action Plan)