

PLASHET SCHOOL



Working together to promote & celebrate achievement

Plashet School Policy

For Literacy

Revised and applicable from January 2014

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in consultation with Literacy Group, HOD's, LT and Governors

A handwritten signature in black ink, reading "Irene Papadopolou". The signature is written in a cursive style with a long horizontal stroke at the end.

Signed:

Chair of Governors

A WHOLE SCHOOL POLICY FOR LITERACY

Rationale

'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

Literacy underpins the school curriculum by developing students' abilities to speak, listen, read, and write for a wide range of purposes, using language to learn and communicate, to think, explore and organise. Improving literacy and learning can have an impact on pupils' self esteem, on motivation and behaviour. It allows them to learn independently. It is empowering. All teachers should demonstrate an understanding of and take responsibility for promoting high standards of literacy and the correct use of standard English, whatever the teacher's specialist subject.

At Plashet 95% of students speak English as an additional language, with over 40 different languages spoken. Therefore, we value and promote the use of their skills in their home languages as it is integral to their literacy development in English.

Plashet school is an inclusive school and provides for all students according to their individual abilities and stage of language development so that they achieve as highly as they can. We believe that all students should have equal access to the curriculum and the development of literacy is fundamental to this. We identify which students or groups of students are under-achieving and take steps to improve their literacy. More able students are identified and suitable learning challenges provided. For those students deemed to be more or exceptionally able, strategies are employed to further develop literacy skills. The impact of this enables learners to explore topics in greater depth or breadth, permits the use of a more varied skill set and generally promotes a higher level of thinking, investigation and exploration.

Aims

The aims of the policy are to:

- develop a shared understanding of the responsibility of all staff to promote literacy skills
- raise the awareness of all teachers of how they can work with students to develop students' communication and literacy skills

- raise students' own expectations of achievement in all areas of the curriculum, thus raising standards across all subjects
- recognise that language is central to students' sense of identity , belonging and growth
- develop students' confidence and self expression.

The three language modes

Although the following is divided into three sections, Speaking and Listening, Reading and Writing, we recognise that the three language modes are interdependent. For example, speaking can be used as a stimulus to lead into reading or as stimulus into a more complex form of writing such as the relationship between debates and persuasive or analytical writing.

Speaking and listening

Talk is our main means of communication in everyday life and is fundamental to the development of understanding.

At Plashet we want our students to develop increasing confidence and competence in speaking and listening so that they are able to:

- clarify and express their ideas and explain their thinking to convey information, thoughts, feelings, ideas and opinions
- adapt their speech to a widening range of circumstances including paired and group discussions and speaking to a larger audience
- use varied and specialised vocabulary
- speak for a range of purposes e.g. to narrate, to analyse, to explain, to reflect and evaluate
- listen with understanding and respond sensitively and appropriately to understand instructions, interpret thoughts ideas and opinions.

All teachers should ensure that:

- students are trained to listen effectively to their peers and teachers
- all students are encouraged to use standard English and are challenged when they use slang
- teachers model good use of standard English when they speak to students
- all students are encouraged to expand upon their verbal answers, creating more complex sentences
- all students are encouraged to use increasingly advanced technical and descriptive vocabulary
- all students are encouraged to use a spoken register that is appropriate to the audience that they are addressing
- speaking frames are provided for students, where appropriate, to encourage them to participate effectively in class discussions
- assessment criteria are agreed with students beforehand, where appropriate, when the class is verbally evaluating student work
- questioning is planned to lead students towards more complex thought processes in a staged manner

- exploratory discussion is used, where appropriate, as a stimulus to prepare students for writing activities including preparing answers for written exam questions.

Reading

At Plashet we want our students to enjoy reading, to be able to use their reading to help them learn and to develop; increase confidence, be competent and develop their comprehension in reading so that they are able to:

- read fluently, accurately and with understanding
- become independent and critical readers and make informed and appropriate choices
- select information from a wide range of texts and sources including print, media and ICT and to evaluate those sources objectively
- apply techniques such as skimming, scanning and text-marking effectively in order to research and appraise texts.

All teachers should ensure that there are planned opportunities across the curriculum for students to:

- acquire and develop a range of functional reading strategies; and an understanding of the specific requirements of different genres
- read and follow written instructions
- to be inspired and nurture a pleasure in reading by sharing their reading experiences in a range of different environments
- read and engage with narratives of events or activities
- further their interests by reading texts of varying lengths from various sources including e-readers and dual language texts
- question and challenge information and views
- read with understanding descriptions of processes, structures and mechanisms;
- read, consider and evaluate ideas and theories
- learn how to sift and select, summarise the text, locate and relocate information
- learn how to scan for overall meaning and scan for key points, words and phrases
- use reading to research and investigate using print, media and multi visual texts.

Writing

Many lessons include and depend on written communication. All teachers will need to address writing development as well as subject content. Students should, therefore, be encouraged to behave as independent writers throughout their school career.

At Plashet we want our students to develop increasing confidence and competence in writing so that they are able to:

- write in a widening range of forms for different purposes and audiences e.g. to interpret, evaluate, explain, synthesise, analyse and explore
- develop ideas and communicate meaning to a reader using appropriate vocabulary and styles, organising and structuring sentences grammatically and whole texts coherently
- present their writing clearly using accurate punctuation, correct spelling and legible handwriting

- apply word processing conventions to electronic documents when appropriate
- appreciate the differences between standard English and non-standard forms of the language
- recognise and apply the appropriate form for their written responses.

All teachers should ensure that there are planned opportunities across the curriculum for students to:

- make notes from a variety of sources - printed word, moving images, ICT texts and teacher input
- use writing to plan, organise and record
- write logs and journals in order to clarify thoughts and develop new understanding
- plan, draft, discuss and reflect on their writing
- learn the conventions of different forms of writing in different subject areas e.g. by using writing frames and providing clear models for writing
- write at appropriate length, sometimes briefly
- write collaboratively with other students
- present some writing for display or publication
- demonstrate a high standard of presentation in most of students' finished writing
- use dictionaries, glossaries and lists of appropriate subject vocabulary
- use a range of strategies to learn spellings.

The Inclusion team consisting of the EAL, SEN and LSU departments work together to ensure students achieve their potential.

The role of the EAL Department includes:

- identifying the language literacy needs of students from assessment data and observations
- organising interventions which support the language and literacy development of EAL students at all levels of language acquisition
- working in partnership with mainstream teachers across subject areas to develop and share strategies to promote literacy
- to offer advice and training for staff on strategies where appropriate.

The role of the LSU department includes:

- considering the literacy needs of the student when providing support and facilities for those who are unable to access the classroom for personal, social or medical reasons
- analysing literacy data to make provision for personalised timetables in consultation with other departments
- supporting the students' literacy development when providing 1:1 guidance and support for students working on particular tasks.

The role of the SEN department includes:

- early identification and assessment of students with SEN including those who need a literacy intervention.

- specialised support from a trained team of teachers and LSAs
- teaching specific intervention programmes
- personalised programme of literacy and language teaching for students with complex needs
- providing information and training to staff about literacy and SEN students.

MORE AND EXCEPTIONALLY ABLE STUDENTS

To ensure sustained development and progress of our more and exceptionally able students, at Plashet, teachers will:

- enable and support students to develop an extensive and specialist vocabulary, while encouraging students to use words creatively and intuitively
- support and encourage students to develop a mastery of language extending students skills to include the ability to play with structure through and increased sensitivity to and understanding of the multiple layers of language
- ensure students have an awareness of the different purposes of language and develop the ability to use speaking and writing to persuade and to process complex information from a range of sources
- focus on areas of language use to improve technical accuracy in writing
- empower students to reflect on their personal use of language including speaking for a purpose and the skills to speak formally with developed, thoughtful articulation and appropriate pace.

Library

Department for Education (2012, June), Encouraging reading for pleasure (p. 1):

“The Government is committed to improving literacy skills for all pupils. A key part of this commitment is promoting the importance of reading for pleasure. We want teachers... to support children to enjoy reading and enable them to read a wide range of good quality literature”

At Plashet we understand the vital role that the library plays in developing literacy across the curriculum. There are two libraries on the North and South sides of the school. The North Library is for years 7 and 8 whilst the South Library is for years 9,10 and 11.

The Library ensures that:

- resources both support the curriculum and enable students to extend their reading
- it provides challenge, celebration and interest in reading through events such as Carnegie shadowing, World Book Day and National Poetry Day
- it regularly displays student’s writing
- multi-lingualism is recognised through the availability of a range of texts and displays
- all students have access to the library out of school hours and at lunchtime
- KS3 students also have access to the library through their English lessons to read for pleasure
- KS4 students are given the opportunity to use the library resources on a weekend to support their learning.

Roles and Responsibilities

1. The Leadership Team lead and give a high profile to literacy. There is a named person who has oversight for literacy. The Leadership Team are responsible for monitoring literacy across the curriculum. Examples of good practice, including the interdependency of the 3 modes will be fed back to staff.
2. Governors may meet with staff and students (e.g. at link visits) and report progress and issues to the governing body.
3. The Literacy co-ordinator supports departments in the implementation of strategies and encourages departments to learn from each other's practice by sharing ideas.
4. Curriculum leaders should ensure that the development of literacy is explicitly taught within their curriculum, the quality of the teaching of literacy is monitored and training needs identified.
5. The English Department provides students with the knowledge, skills and understanding they need to read, write and speak and listen effectively.
6. Teachers across the curriculum contribute to each student's development of language, since speaking, listening, writing and reading are, to varying degrees, integral to all lessons.
7. Parents should encourage their children to read at home, write and speak with accuracy.
8. Students should take increasing responsibility for their own literacy needs, make improvements using strategies taught and commit to reading widely outside of school.

Evaluation and Review

This policy will be evaluated and reviewed by the Leadership Team focussing on a different aspect of literacy each year.

- 2013 – 2014: Writing
- 2014 – 2015: Writing and Reading
- 2015 – 2016: Speaking and Listening

Date: July 2013