



Literacy Policy

1. Introduction

1.1 Overview and Importance

This refers to the level of reading, writing and communication in school. Language is key to pupil progress and improving/maintaining the whole school standards of literacy is important.

What's in it for departments?

- ✓ Literacy supports learning. Pupils need vocabulary, expression and organisational control to cope with the cognitive demands of all subjects.
- ✓ Writing helps us to sustain and order thought.
- ✓ Better literacy leads to improved self-esteem, motivation and behaviour. It allows pupils to learn independently. It is empowering.
- ✓ Better literacy raises pupils' attainment in all subjects.

1.2 National Standards and Criteria

“Teachers must demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject.”

Teachers’ Standards 2012

The Department for Education is clear; the curriculum must offer opportunities for pupils to:

- ✓ engage in specific activities that develop speaking and listening skills as well as activities that integrate speaking and listening with reading and writing
- ✓ develop speaking and listening skills through work that makes cross-curricular links
- ✓ develop reading skills through work that makes cross-curricular links with other subjects
- ✓ develop writing skills through work that makes cross-curricular links with other subjects
- ✓ work in sustained and practical ways, with writers where possible, to learn about the art, craft and discipline of writing
- ✓ redraft their own work in the light of feedback. This could include self-evaluation using success criteria, recording and reviewing performances, target-setting and formal and informal use of peer assessment. Redrafting should be purposeful, moving beyond proofreading for errors to the reshaping of whole texts or parts of texts.

The following criteria are used to assess literacy in schools:

- ✓ Excellent practice ensures all pupils have high levels of literacy appropriate to their age.
- ✓ Pupils read widely and often across all subjects.
- ✓ Pupils develop and apply a wide range of skills to great effect, in reading, writing and communication.
- ✓ The teaching of reading, writing and communication is highly effective and cohesively planned and implemented across the curriculum.
- ✓ Excellent policies ensure that pupils have high levels of literacy, or pupils are making excellent progress in literacy.

‘The teaching of reading, writing and communication is highly effective and cohesively planned and implemented across the curriculum.’

Ofsted Inspection Framework 2012



2. Developing Literacy in School

2.1 Aims of Developing Literacy

All pupils should be encouraged to:

- ✓ make extended, independent contributions that develop ideas in depth
- ✓ make purposeful presentations that allow them to speak with authority on significant subjects
- ✓ engage with texts that challenge preconceptions and develop understanding beyond the personal and immediate
- ✓ experiment with language and explore different ways of discovering and shaping their own meanings
- ✓ use writing as a means of reflecting on and exploring a range of views and perspectives on the world.

Through the development of their literacy skills, students should be able to:

- ✓ Talk for a range of purposes and with a variety of audiences
- ✓ Present themselves and their work well and with confidence
- ✓ Plan, discuss and evaluate their speaking and listening, and then improve based on this.
- ✓ Explore + develop ideas, thoughts, feelings and opinions at length by talking through them
- ✓ Value and respect the ideas, thoughts, feelings and opinions of others.
- ✓ Ask questions as well as answer them
- ✓ Listen and take on the ideas of others
- ✓ Solve problems collaboratively
- ✓ Select from, reformulate, question and challenge what they hear in a constructive way.

2.2 Methods for developing literacy

The following are methods by which literacy can be emphasised and improved:

1. Key words should be displayed around the room.
2. Key definitions should be displayed.
3. When introducing a new concept or word, relevant specialist vocabulary should be defined and students encouraged and given many opportunities to use this.
4. Agree the rules for what makes a good speaker, listener and presenter.
5. Provide a wide range of contexts for speaking and listening e.g. presenting to a group/to the class/to the school in assembly, class/group discussions, guided reading and sharing opinions, collaboration in problem-solving activities.
6. Incorporate individual or group presentations within the year and give the opportunity for students to present them. Use these as opportunities to increase pupil confidence in presenting, as well use of formal language and appropriate non-verbal communication
7. Showing pupils how to organise and structure their speech and to use vocabulary and syntax to communicate more complex meanings
8. Refer to pupil' use of speaking and listening in feedback and reports.
9. When marking students' work, pay attention on spelling, punctuation and grammar
10. In written work, comment on the writing, the structure and the English used and give feedback on how this can be improved and developed further.
11. Reading must be strongly encouraged.



2.3 Spelling Policy

The Look/Say/Cover/Write/Check method of learning spellings is an easy and effective method. Students should have a list of key words for each topic/subject, which teachers should ask them to learn. Teachers should encourage students to learn them in the following way:

Look at the word studying it carefully.

Say it and notice the beginning, middle and end e.g. par/tic/u/lar.

Cover the word and remind yourself how you will remember it.

Write the word. Say it as you write it.

Check you have written it correctly.

Repeat the process the next day.

It is often better to encourage students to learn thoroughly a few new spellings each day rather than expecting long lists to be mastered. Spellings should be commented on by teachers when written work is marked. We recommend that every child has access to a dictionary at home in addition to a small pocket version for "instant reference".