Cross-curricular Literacy Policy

Date: October 2018

*"If standards of achievement are to be improved, all teachers will have to be helped to acquire a deeper understanding of language in education. This includes teachers of other subjects than English, since it is one of our contentions **that every school should have an organized policy for language across the curriculum, establishing every teacher's involvement in language and reading development throughout the years of schooling."***

The Bullock Report – A Language for Life (HMSO 1975)

Date Reviewed: ……October 2018…………………
Date of Next Review: ……October 2020…………………
Reviewed by: Teaching & Learning Committee

Engage and Achieve

MISSION STATEMENT

Moorside High School is committed to raising the standards of Literacy of all of its students, so that they develop the ability to use Literacy skills effectively in all areas of the curriculum and use it as a platform to cope confidently with the demands of further education, employment and adult life.

Rationale

Literacy underpins the school curriculum by developing students' abilities to speak, listen and communicate, to think, explore and organise. This includes helping students to express themselves orally and in writing. All departments and all teachers have a crucial role to play in supporting students' literacy development.

- Competent literacy skills also enable pupils to read, understand and access examination materials, so that pupils are able to achieve their educational potential across the curriculum.
- Personalised learning involves designing teaching, curriculum and school strategies to create a coherent learning system tailored to the individual pupil.
- Literacy across the curriculum can be approached in this way as a pupil's progress in literacy is related to their ability to think and learn.
- Literacy opens up personal pathways to success and is central to personal expression and active participation in the society, economy and culture.

Literacy

Literacy involves the ability to read and write; however, it is also the capacity to recognise, reproduce and manipulate the conventions of a range of texts. Literacy and English are intertwined and it is an important aspect of our ability to communicate. There are also new forms of literacy (on-screen literacy and moving image media) to consider alongside the more traditional print literacy. Literacy is important because it enables pupils to gain access to the subjects studied in school, to read for information and pleasure, and to communicate effectively. Poor levels of literacy impact negatively on what pupils can do and have a negative impact on pupils' self-esteem.

Learning through talk and Speaking and Listening

Talk is our main means of communication in everyday life and is fundamental to the development of understanding. We want our students to develop increasing confidence and competence in Speaking and Listening so that they are able to:

In order to achieve this, the school's teaching plans will include specific reference to purposeful pupil Speaking and Listening. This involves, as appropriate:

- Developing materials for cross-curricular challenge days, which will provide pupils with opportunities to engage in purposeful talk, in both formal and informal situations;
- structuring tasks in lessons so that students know the purpose for their listening, providing note-taking frames as appropriate;
- planning carefully the size and organisation of groups, matching these to the purpose of the activity, ability of the pupils and the desired learning outcomes;
- modelling effective examples of successful speaking and listening for pupils;
- evaluating speaking and listening activities through teacher and AFL;
- giving pupils the opportunity to deliver formal Speaking and Listening presentations, in all subjects and, when appropriate, use these presentations as part of the formal assessment process.

Practical application:
- Use in lessons of the 'What children say' laminate provided for all staff. Enables the correction of the incorrect use of Spoken English by all staff. **(Appendix 1)**
- Lesson and Challenge Day presentations
- Assemblies by form groups
- SMSC in form time
- Roles taken by pupils in Christmas concerts and performances
- Silver Surfers
- Top Team speeches

Reading and learning from texts

We want our students to enjoy reading, to be able to use their reading to help them to learn and to develop increasing confidence and competence in reading so that they are able to:

- Read fluently, accurately and with understanding;
- become independent and critical readers who 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;
- apply techniques such as skimming, scanning and text-marking effectively in order to research and appraise texts.

Resources

Moorside High School is committed to providing:

- Interactive displays of reading material relevant to the topic or national curriculum subject; each classroom displays subject specific vocabulary which pupils are encouraged to use regularly;
- high quality reading material, which is up to date, relevant and balanced in its presentation of ethnicity, culture and gender; pupils have access to a good quality range of texts during lessons; pupils have access to quality reading resources during form time, where 'book boxes' contain a good range of up to date texts;
- dictionaries, glossaries and lists of appropriate subject vocabulary are readily available during lessons, which students are encouraged to use;
- access to appropriate audio visual equipment;
- a classroom environment which is conducive to good literacy practice.

The teaching plans within the school include explicit reference to the skills or strategies to be used, taught or reinforced. Our plans include, as appropriate:

⇒ Making clear the intended purposes of reading within our curriculum e.g. describe, repeat, interpret or analyse texts read;
⇒ teaching and giving opportunities to practise skimming for overall meaning, scanning for key points, words or phrases, or close reading;
⇒ teaching and giving opportunities to practise sifting and selecting information and taking notes from texts;
⇒ teaching and enabling pupils to infer and deduce meanings, recognising the writer's intentions;
⇒ teaching and giving opportunities to research and investigate from printed words, moving images and ICT texts;
⇒ teaching how to use quotations selectively to support points and link them to students' own comments.

Practical Application:

reach   Eco-Schools   International School Award 2011-2014   Science   Dyslexia friendly

Moorside High School Cross-curricular Literacy Policy

1. **Form Time Reading -**
- Reading age data shared with form tutors – they are to support weaker readers by having them read to them.
- Students complete a reading log every time they read. **(Appendix 2)**
- Books in book boxes have a reading age – pupil to read a book appropriate to their age range. **(Appendix 3)**
- SMSC and literacy – reading newspapers – already differentiated articles – The Times compared to The Mirror.

2. **Reading Tests –**
- Reading Tests once per term for all year groups.
- Weak readers to Learning Support Better Reading Programme and Form Time Intervention with Reading Mentors.
- Reading Age Data is shared with all staff – enables them to make informed choices for the students in their lessons.
- Reading guidance sheet given to all staff.**(Appendix 4)**
- Pupils are encouraged to participate in the annual Scholastic Book Fair.

3. **Reading schemes of work** – unit block on a specific book – tailored to H, I and F groups – enables staff to do the following:
    - Differentiated tasks – challenge and support
    - Peer / group reading
    - Pupil reading to teacher
    - Book presentations to class
    - Quiz questions and answers for home works – use as starters – straight in and questioning partner.

4. **PEE Structure**
    - Used by all departments – tailored specifically where needed. **(Appendix 5)**

Learning through Writing

Many lessons include and depend on written communication. We want our students to develop increasing confidence and competence in writing so that they are able to:

- Write in a widening variety of forms for different purposes e.g. to interpret, evaluate, explain, analyse and explore;
- develop ideas and communicate meaning to a reader using wide-ranging and technical vocabulary and effective style, organizing and structuring sentences grammatically and whole texts coherently;
- present their writing clearly using accurate punctuation, correct spelling and legible handwriting;
- apply word-processing conventions and understand the principles of a creating multi-media text.

The school's units of work and assessment practices make clear:

⇒ The purpose and intended audience for each piece of writing;
⇒ how pre-structured writing (writing frames) is used and gradually withdrawn as appropriate;
⇒ the vocabulary related to specialist subjects and the use of helpful spelling strategies;
⇒ the relevant ways of paragraphing writing and linking paragraphs;
⇒ how students are helped to develop the ability to synthesise information from different sources.

Practical Application:
1. Punctuation Posters for all classrooms.
2. Key word displays for all subjects to aide with subject specific spelling.
3. Sentence starter literacy mats provided for each classroom.
4. Literacy laminated check sheets are provided for all staff. **(Appendix 6)**
5. Literacy laminate 'What Children Write' has been provided for all staff. **(Appendix 7)**
6. Assessments have been tailored to progress and prepare for GCSE.
7. **1-2-1 tutoring** - specific focus on Pupil Premium Students to close the gap – initial 1st term focus – Year 11 and Year 7 under level 4 students.
8. **Literacy Marking guidelines given to all staff** – same as used by English Dept – shows cross-curricular continuity and a clear link to all subjects. **(Appendix 8)**
9. Spelling tests with definitions.
10. Under 100 Year 7 data shared with all staff, with crib sheet guidance. **(Appendix 9)**

Literacy and Learning Support

Dyslexia

We have full Dyslexia Friendly Status; Moorside High School is committed to providing a dyslexia friendly environment in the classroom and throughout the school. Staff at Moorside High School:

- understand the importance of the use of a variety of learning styles in both the presentation of work and the delivering of lessons;
- know the learning styles of the students they teach, and adapt lessons and resources accordingly;
- recognise the indicators of dyslexia and alert the appropriate staff of their concerns.

Practical Application:

Staff at Moorside High School create an atmosphere in the classroom which is conducive to providing a dyslexia friendly environment. Appropriate classroom practice includes:

- teaching in well-lit classrooms, preferably with natural daylight; flickering fluorescent tubes should be replaced or turned off immediately;
- classrooms are arranged so that the dyslexic child, where appropriate, can sit near the front, where eye-contact is readily available;
- the dyslexic child, where possible, sits alongside an academic and well-motivated child;
- staff provide a quiet working atmosphere for academic lessons;
- the classroom is organised so that there is little disruptive movement around the room;
- the classroom is equipped with clearly marked and neatly arranged resources in order to ensure easy access;
- staff ensure that pupils make good use of weekly planners to record homework or items that are needed for school;
- wherever possible, the dyslexic child is asked to repeat instructions in order to confirm understanding;
- staff organize resources with bold headings, clear print, less writing and more diagrams.

Literacy support provided within Learning Support:

- Phonics
- Active Literacy Kit
- Toe by Toe
- Better Reading
- Talking Partners
- Inference
- Pre-Teaching Vocabulary
- Reading for Meaning
- Dyslexia Support
- Reading Intervention

Training

Practical Application

Whole school cross-curricular Literacy training has included the following:

- Modelling of how the yellow laminates can be used within lessons.
- PEE model reminder – for a DT question.
- Modelling of key words and summarising from exam questions – Maths, DT and Science.
- Spelling tests and how they work
- Graded answers
- Training on a coherent and consistent approach to structuring longer writing tasks, using the Whole school Cross-curricular Literacy writing structure for analytical and evaluative writing.
- Training on Strategies for Reading, which promotes a Whole school approach to the explicit teaching of reading strategies, which are designed to enhance the pupil's ability to access a range of texts.
- Fortnightly Literacy Briefings were presented to staff by EM. Resources were emailed to staff and are kept in the shared area.
- Literacy Briefing on 25th October, 2018 to focus on analysis of Key Stage 2 Literacy results and how these will impact on staff. Information presented to staff from the exam analysis, crib sheets provided, GCSE style questions used as examples and tips given. Introduction of BUG. **(Appendix 9)**

Appendix 1 – 'What Children Say'

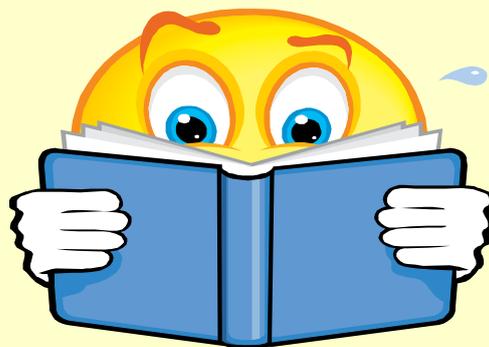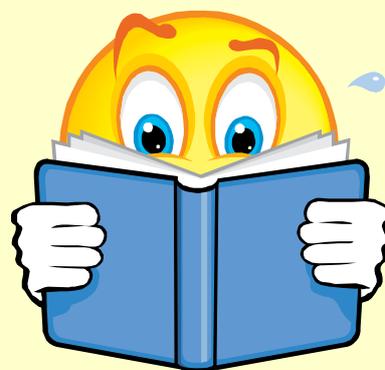| What children say	What they should say
Can I **lend** a pen? – This means the child already has the pen and wants to lend it **to** someone.	Can I **borrow** a pen? – This means they don't have a pen and they want to borrow one **from** someone.
I should **of** done that – here they have used a Stoke way of adding **of** incorrectly.	I should **have** done that – should have becomes – should've.
Can I have **me** book? – incorrect use of me	Can I have **my** book?
I **bought** a pen to school but I've lost it – this bought means they have purchased something.	I **brought** a pen to school but I've lost it – this brought means they took it with them to school.
Can I go toilet please? – missing **to** which is the action.	Can I go to the toilet please? – action now included.
Dunna, warra, wanna, init, shudda, gunna	Dunna – don't know Warra – what have I Wanna – I want a Init – is it Shudda – should have Gunna – going to
Can I have **them** books?	Can I have **those** books?

Appendix 2 – Form Time Reading Log

Name:

Form:

Book	Amount read	Date

Appendix 3 – Data for book boxes

reach   Eco-Schools   International School Award 2011-2014   Science   Dyslexia friendly

Reading in form time

- EM has emailed a PowerPoint out that needs to be shown to pupils before they pick their reading book.
- Pupils to read twice a week – Tuesday and Wednesday form times. They need to read for as much of the 25 minutes as possible.
- Form tutors will have the reading age for each member of their form. Book lists will have the reading level for each book. Students are to choose a book that fits into their own reading level. Look at the back of this sheet for guidance. If there are no books for their reading age, please let EM know the reading age of the book required and she will order them.
- Pupils to complete Reading Log after each reading session.
- Form tutor needs to listen to all members of their form reading. This only needs to be a small section. Compare their reading ability to their reading age. If you notice discrepancies, for example a pupil does not read as well as their reading age suggests they should do or vice versa, please refer this pupil to EM in an email.

Reading Age	Book Level
6.00 – 6.05	0.9 – 1.9
6.06 – 7.00	1.1 – 1.9
7.01 – 7.05	2.0 – 3.0
7.06 – 8.00	2.2 – 3.0
8.01 – 8.05	2.3 – 3.3
8.06 – 9.00	2.7 – 4.0
9.01 – 9.05	2.9 – 4.2
9.06 – 10.00	3.1 – 4.8
10.01 – 10.05	3.4 – 5.6
10.06 – 11.00	3.7 – 5.8
11.01 – 11.05	4.0 – 6.4
11.06 – 12.00	4.2 – 6.6
12.01 – 12.05	4.3 – 6.6
12.06 – 13.00	4.5 – 7.8
13.01 – 13.05	4.5 – 8.2
13.06 – 14.00	4.6 – 9.0
14.01 – 14.05	4.7 – 9.3
14.06 – 15.00	4.8 – 9.5
15.01 – 15.05	4.8 – 10.6
15.06 – 16.00	4.9 – 12.0
16.00+	5 - 13

Appendix 4 - Tips for helping to improve reading comprehension

Make connections
- Connecting what the pupil already knows while they reads sharpens their focus and deepens understanding.
- Show them how to make connections by sharing your own connections as you read aloud.
- Remind the pupil that good readers make all kinds of connections as they read, no matter what subject it is.

Ask questions
- Asking questions will make the pupil want to look for clues in the text.
- Remind the pupil that good readers challenge what they're reading by asking questions.

Create "mind movies"
- Create visual images to bring the text alive. These "mind movies" make the story/information more memorable.
- You can help the pupil do this by reading aloud and describing the pictures you're seeing in your own imagination.
- Use all five senses and emotions.
- Invite the pupil to share their "mind movies."

Make inferences
- We "infer" by combining what we already know with clues from a story/article, etc.
- Check for what type of inference question it is.
- Trust what you're reading.
- Hunt for clues.
- Narrow down the choices.
- Practice.

Figure out what's important
- Determining what's important is central to reading.

Monitor comprehension
- Readers who monitor their own reading, use strategies to help them when they don't understand something.
- Re-read.

  Read on—now does it make sense?
  Read out loud.
  Read more slowly.
  Look at illustrations.
  Identify confusing words.

Appendix 5 – PEE Structure

Use the PEE Structure:
Point: Introduce the first point that you wish to discuss.

Evidence: Select a quotation or evidence that you wish to use to support your point.

Explain: Write an analysis of your evidence, saying what the evidence shows. Evaluate your evidence.

Appendix 6 – Literacy Classroom Laminate

Technique to include	Checklist	Yes
Capital letters **Have you used them for:**	• Beginning sentences	
	• Names	
	• Places	
	• Days and months	
Punctuation **Have you:**	• Used a full stop at the end of a sentence?	
	• Used questions marks at the end of questions?	
	• Used a comma for a pause?	
	• Used a comma to start a list?	
Vocabulary **Have you:**	• Used some interesting adjectives?	
	• Used different words to begin sentences?	
	• Used connectives like *because, but, so, however* in the middle of sentences?	
Text **Have you:**	• Followed the **POINT, EVIDENCE, EXPLAIN** structure to add detail to your answers?	
	• Taken care with your presentation, using bullet points, sub headings, pictures diagrams as necessary?	
	• Linked your paragraphs together with an idea introduced in one paragraph and developed in the next	

Appendix 7 – 'What Children Write'

What children write	What they should write
Can I go over **their**? – this **their** means belonging to. **Were** do I go?	Can I go over **there**? – this **there** is the direction. **Where** do I go? – location
Its too hot - missing an apostrophe Theres Hows Ill Shouldve Couldve Shell Dont Wont Cant	**It's** too hot – it is = it's There's = there is How's = how is I'll = I will Should've = should have Could've = could have She'll = she will Don't – do not Won't – will not Can't – cannot
The capital of **england** is **london** – no capital letters for names of places.	The capital of **England** is **London** – all names or place names start with a capital letter.
In war time children who lived in big cities had to be evacuated because it was safer in the country and they needed to be away from the bombs and they needed to be kept safe and they couldn't be where it was dangerous and they had to leave their families. – **no full stops to break the sentences and make them clearer and no commas to pause.**	In war time, children who lived in big cities had to be evacuated because it was safer in the country. They needed to be away from the bombs and they needed to be kept safe. They couldn't be where it was dangerous. They had to leave their families.

Appendix 8 – Cross-curricular Marking

Literacy marking

Below is what the English department look for when we mark a piece of writing. I have included the symbols and letters we use so they can be used in your literacy marking to show continuity across the school.

P	=	comma or apostrophe needed
Sp	=	spelling mistake
Cap	=	capital letter needed
F.S	=	full stop needed
N.P.//	=	new paragraph needed
Q	=	question mark needed
Exp	=	incorrect expression

Appendix 9 – BUG and KS2 analysis

How do we approach an exam question?

BUG!

B – Box your command word

U – Underline any pieces of important information

G – Grade, circle how many marks the question is worth

1A. List five details from the text which give a feeling of uncertainty (5)

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Moorside High School Cross-curricular Literacy Policy

Main issues / areas of weakness:

Make inferences from the text / explain and justify inferences with evidence from text
Retrieve and record information / identify key details from fiction and non-fiction
Summarise main ideas from more than one paragraph
Give / explain the meaning of words in context
Make comparisons within the text

The questions below are some of the ones the students struggled with. I've highlighted the key areas for focus.

- Look at page 4. Pandas *can grow up to 1.5 metres and weigh up to 150 kilograms*. **What else in the text** tells us that giant pandas could be dangerous animals? **1 mark**

- Look at page 4. **According to the text**, what do pandas spend the majority of their time doing? **1 mark**

- Number these facts about the life of the giant panda cub from 1 – 5 in the **order in which they happen**. **1 mark**

- Look at page 4. **According to the text**, give **one** way that giant pandas are… (a) similar to other bears. (b) different from other bears. **1 mark**

- **Look at the section headed**: *Other interesting facts*. Complete the sentence below. Recent studies show that… Tick one. **1 mark**

- Look at the section headed: *Why are people concerned about the giant panda?* **Find and copy one word** which shows that there are lots of things we do not yet know about giant pandas. **1 mark**

- . … *cutting off a **vital** food supply*. **What does the word *vital* mean in this sentence**? Tick one. **1 mark**

- **According to the text**, why are giant pandas under threat of extinction? Give **two** reasons. **2 marks**

- Which statement is the **best summary** for the **whole of page 5**? Tick **one**. **1 mark**