



Management of Literacy Development

Literacy development is regarded as one of the priorities for school improvement, aimed at raising attainment. We recognise that literacy is a whole school development issue supported by the following management processes and tasks:

- The school's Literacy co-ordinator will co-ordinate and document developments, with the active support of the Leadership group.
- The literacy improvement plan will be agreed and reviewed, in accordance with the cycle of school improvement planning.
- Department Improvement Plans will include literacy provision as one of its targets where appropriate, the actions relating to these targets to be in accordance with those in the literacy improvement plan.
- The whole school programme of monitoring and support will include a focus on literacy provision and progress.
- **Individual departments will be offered opportunities to improve their literacy provision, this work to include reviews of schemes of work, assistance with lesson planning, collaborative teaching and lesson observation. The school's literacy co-ordinator, and the leadership group may provide this support.**
- Literacy will be included as a regular agenda item on the Governor's curriculum committee.

Speaking and Listening

In order to achieve these expectations we have agreed that:

- all departments will plan to provide a range of opportunities for students to engage in purposeful speaking and listening through pair work, small group discussion, and whole class question and answer.
- whilst teacher exposition is essential we will take account of demands on concentration to ensure that students are required to listen for realistic lengths of time.



Reading

In order to achieve these expectations we have agreed that:

- ❑ reading resources (including course books, worksheets and electronically stored texts) will be accessible as well as appropriately challenging to pupils of all abilities.
- ❑ all staff will regularly communicate the pleasures and importance of reading.
- ❑ teachers will provide appropriate opportunities for students to read aloud (one to one, pairs, groups and whole class)
- ❑ learning activities will be planned to include opportunities for sustained reading
- ❑ planned provision is made to develop information handling and research skills
- ❑ teachers will support students in recognising text types by highlighting their particular characteristics.
- ❑ the learning ethos in all departments will reflect the status attached to reading, within the school by creating a language rich environment.

Writing

- ❑ students will have frequent opportunities across the curriculum to use writing in relation to the major text types: recount, report, explain, instruct, persuade and discuss;
- ❑ all departments will use examples of these text types, as appropriate to the curriculum content, as models;
- ❑ students will be encouraged to plan, draft, review and redraft their writing.
- ❑ all departments will help students to organise their writing in logical, coherent and legible forms.
- ❑ students will be given the opportunity to make notes from a variety of sources and to use them to complete a piece of sustained writing.
- ❑ we will use support strategies for writing, for example, writing frames and dart strategies as steps towards independent writing.
- ❑ the audience and purpose of writing tasks are made clear.

Additional Provision

In addition to cross-curricular provision there are a number of other areas supporting literacy, these include:

- extra support for Year 7 students, who have not met level 3 in the Key stage 2 SATs
- staffed and open library, every day
- all Year 7 and 8 form rooms have a book box, with up to date reading books for use during registration time.