

SYDENHAM SCHOOL

Literacy across the Curriculum Policy 2015

Introduction

Literacy – the ability to read, write, speak and listen competently – is a life skill.

Literacy is needed in all subjects, not just English.

Spelling, punctuation and grammar are now being assessed in end of year 11 examinations. It counts for between 5% and 20% in different subjects, not just English.

As such, all teachers are teachers of literacy. Supporting the development of literacy is part of outstanding T&L. As such, the Staff of Sydenham School are committed to developing the literacy skills of all our students. It is, therefore, vital that primary achievement is known, recognised and built upon. This might include joint marking with Primary colleagues.

At Sydenham School we accept the fundamental principle that literacy is the key to improving learning and raising standards across the curriculum. Effective delivery of literacy will broaden students' knowledge and experience, increase students' abilities to learn for themselves, build self-esteem and promote the development of good relationships. Poor levels of literacy impact negatively on student self-esteem and progress. All members of staff have responsibility for the delivery of literacy across the curriculum.

Aims of the Policy:

- The intended outcomes of this policy are to accelerate rates of progress at all key stages, especially the progress of underachieving groups thereby reducing in-school variation

To achieve this we must:

- Adopt a consistent approach in teaching specific literacy skills
- Reinforce these skills using the same strategies so that students are aware of what is expected of them in all subjects
- Help students to recognise the common language skills used in different subject areas
- Provide students with opportunities to engage with extended writing
- Enable students to fulfil their potential in reading, writing, speaking and listening.
- Make additional provision available for students who do not reach the minimum national expectations at KS3 and who are at risk of underachieving

Roles and Responsibilities:

Senior Leadership Team

The Senior Leadership Team will continue to monitor and evaluate the impact of literacy across the curriculum as part of the focus on improving the quality of teaching and learning

- Use part of Pupil Premium funding to support primary/secondary transition for vulnerable groups
- Provide opportunities for literacy CPD
- Monitor teaching and learning throughout school and ensure that the Marking for Literacy Code is properly embedded
- Organise and promote the whole school literacy focus
- Provide resources and strategies for staff to promote literacy focus

- Ensure that students in year 7 participate in the Accelerated Reader programme

Curriculum Leaders

- Ensure that the teaching of reading, writing, spelling, grammar and punctuation is cohesively planned for and implemented across all key stages within the curriculum
- Leaders in the English faculty ensure that there is outstanding practice in the teaching of literacy and lead in promoting best practice across the school
- Ensure that planning recognises primary school achievement and where possible build links and carry out joint standardisation of year 5/6 work
- Ensure that faculty/subject literacy policy is underpinned by whole school literacy policy
- Ensure that literacy strategies are embedded into SOW
- Ensure that there are relevant displays to support accurate spelling, good use of subject specific language and keywords
- Monitor marking for literacy throughout the faculty and ensure that Marking for Literacy Code is properly embedded
- Monitor to ensure that all teachers explicitly teach subject language and spellings
- Monitor to ensure that all teachers explicitly teach styles of writing that are relevant to subject
- Support the development of subject reading through relevant book list
- Plan into SOW opportunities for reading, writing, speaking and listening

ALL Teachers

Teachers across the curriculum contribute to students' development of language, since speaking, listening, writing and reading are, to varying degrees, integral to all lessons.

Teachers:

- Display the Marking for Literacy Code in their classroom and use it in their monitoring and assessment
- Promote the importance of literacy skills including extended writing
- Provide appropriate writing frames/scaffold to support achievement
- Provide opportunities in schemes of work for students to use and improve their speaking and listening skills
- Have in place a range of strategies to support students in spelling subject specific words correctly
- Have appropriate displays in classrooms to support good writing, accurate spelling and understanding of subject skills and concepts
- Ensure that there are curriculum opportunities for reading, speaking and listening

SENCO

- Liaise with the English Department about students' attainment in literacy
- Communicate with all staff about students who have difficulties in literacy and provide strategies for supporting students with this.
- Monitor pupils who have difficulty with literacy through Provision Mapping, LSA reports and review meetings
- Plan and deliver an effective curriculum for S4L groups
- Monitor their progress across the curriculum and intervene where needed
- Support whole school activities such as 'Book Week'
- Liaise with external agencies

PASTORAL TEAM

- Plan pastoral programme to support the development of literacy.
- Use competitions and other rewards to promote literacy. Eg Spelling Bee, debates
- Engage parents in the process

LEARNING RESOURCE CENTRE

- Support the development of literacy through the promotion of reading and related competitions
- Invite writers to visit
- Plan events around 'Book Week'
- Support students in developing good research skills
- Maintain an attractive and well stocked library

PARENTS

YLCs and Parent Forum contribute in promoting parents' understanding and confidence in how they can help to develop literacy at home.

Example:

- Watch a documentary and discuss together
- Read a newspaper article/book and discuss together
- Provide a range of reading materials
- Hear your daughter read aloud regularly
- Provide a dictionary as part of your daughter's school equipment

STUDENTS

Students will take increasing responsibility for recognising their own literacy needs and make

Improvement by:

- Learning to spell correctly and using correct grammar
- Bringing a dictionary to school each day
- Reading a wide variety of texts
- Redrafting relevant pieces of work
- Responding to feedback
- Using opportunities for speaking and listening positively