

LITERACY POLICY

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Rationale

At Sandwich Technology School we believe that students should be taught in all subjects to express themselves correctly and appropriately and to read accurately and with understanding.

Purpose

All teachers are teachers of literacy. As such, all staff are committed to developing the literacy skills of all of our students, in the belief that it will support their learning and raise standards across the curriculum, because:

- students need vocabulary, expression and organisational control to cope with the cognitive demands of subjects;
- reading helps us to learn from sources beyond our immediate experience;
- writing helps us to sustain and order thought;
- language helps us to reflect, revise and evaluate the things we do and on the things others have said, written or done;
- responding to higher order questions encourages the development of thinking skills and enquiry;
- improving literacy and learning can have an impact on students' self-esteem, on motivation and behaviour; it allows them to learn independently and it is empowering
- literacy provides an essential link between children and the values and moral framework of the culture of which they are a part.

Students should be able to:

- read and write with confidence, fluency and understanding;
- use their skills in speaking and listening to explore, articulate and extend their understanding of texts;
- call upon a full range of reading cues (phonic, graphic, syntactic, contextual) to monitor their reading and correct their own mistakes;
- understand the sound and spelling system and use this to read and spell accurately;
- have an interest in words, their usage and meanings and an extensive vocabulary used appropriately for different purposes;
- know, understand and be able to write narratively and descriptively;
- understand how to analyse the use of language, structure and form in a range of fiction and non-fiction text types from across the 19th, 20th and 21st centuries;
- understand the conventions of different non-fiction text types and be able to use these conventions confidently as readers and writers;
- plan, draft, revise and edit their own writing from notes to a finished form, understand the publishing process and be able to use a variety of means including ICT to produce texts for different audiences;
- have an extended technical vocabulary with which to discuss and evaluate their reading and writing;
- understand the difference between formal and informal use of language and the appropriateness of their usage, e.g. as in the case of "text speak";
- read and write with enjoyment and discrimination;
- through reading and writing develop their powers of imagination, critical awareness and thinking;
- be able to research independently and make notes from a variety of sources, including the internet;
- know how to use the School's Open Learning Centre resourcefully and purposefully;
- use appropriate reading strategies to extract particular information, e.g. highlighting, scanning;
- use talk to question, hypothesise, speculate, evaluate, solve problems and develop thinking about complex issues and ideas;
- write cohesively in an increasingly sophisticated style, using varied punctuation, sentence structures, paragraphs and technical devices;

- adapt their writing to suit audience and purpose;
- confidently use subject-specific vocabulary and correct spellings.

Implementation (Roles and Responsibilities)

Literacy within English

All schemes of work and most, although not all, lessons will include specific literacy skills; literacy is embedded according to needs. At Key Stage 3 we have separate, specific SPAG (Spelling, Punctuation and Grammar)/literacy lessons and, again, literacy is embedded according to needs. These skills will inform what is taught, how it is taught, what is learnt and how it is learnt. Literacy should also form part of lesson starters and plenaries when it is appropriate to the focus of the lesson. At Key Stage 4 and Key Stage 5, literacy will be embedded into most lessons to meet the exam assessment objectives.

Whole-school literacy strategies

Reading

- 1 Across the whole curriculum teachers will provide activities for students to:
 - read and follow written instructions;
 - read to explore and to develop understanding;
 - learn how to sift, select and take notes from the text;
 - learn how to access their textbook, including format and index;
 - learn how to select from written material, reformulate, question and challenge what they read in textbooks, encyclopedias and newspapers or from ICT sources.
- 2 Teachers will provide reading material of high quality, which is up to date, relevant and balanced in its presentation of ethnicity, culture and gender and appropriate for the age and ability of the students. The inclusion of SMSC is strong within English lessons and the English courses are focused on British writers and texts, in line with the Government's focus on British Values.
- 3 Opportunities should be created for teachers to refer to students' use of reading in assessments and reports for all curriculum areas.

Writing

- 1 Across the curriculum teachers will provide activities for students to:
 - use writing to plan and organise;
 - plan, draft and reflect on their writing, using ICT where appropriate;
 - write for a range of purposes and audiences;
 - make notes in a variety of formats, e.g. mind mapping.
- 2 Teachers will set writing tasks that have clear and immediate purposes, are objective driven and which are appropriate for the age and ability of the student concerned.
- 3 Teachers will teach students how to structure their writing using a variety of sentence structures, paragraphs and a wide range of punctuation, including higher order punctuation, e.g. semi-colons, colons, brackets.
- 4 Where students are asked to write in a particular genre, e.g. a newspaper report, teachers will ensure that students are familiar with the appropriate style and conventions.
- 5 Teachers will correct errors in grammar, punctuation and spelling in line with the school's assessment policy.

Speaking and listening

Across the whole curriculum teachers will provide activities for students to:

- listen and carry out instructions;
- explore and develop ideas with others through their talk;
- ask questions as well as answer them;
- work collaboratively with others.

Wherever appropriate, teachers will encourage students to develop their verbal responses to give more detail and a greater degree of articulation.

Roles and Responsibilities

- Senior Leaders: lead and give a high profile to literacy.
 - English Department: provides students with knowledge, skills and the understanding they need to read, write and speak and listen effectively.
 - Teachers across the curriculum: contribute to and promote students' development of language, since speaking, listening, writing and reading are, to varying degrees, integral to all lessons; display and refer to key words in the classroom.
 - Parents: encourage their children to use the range of strategies they have learnt to improve their levels of literacy and buy a dictionary for their child.
 - Students: take increasing responsibility for recognising their own literacy needs and making improvements and bring a dictionary to school.
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Links to other policies/documents

- Assessment and Reporting Policy
 - Numeracy Policy
 - Teaching and Learning Policy
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