



POLICY FOR

Literacy

PERSON RESPONSIBLE

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MISSION STATEMENT

Literate pupils are happy pupils, who are able to take on the many challenges of life, confidently and without fear of failure. At The Malling School we strive to ensure that ALL pupils are offered the opportunity to succeed through being literate.

AIMS

- To recognise that language is central to pupils' learning.
- To develop pupils' confidence, self-expression, motivation and self-esteem.
- To enhance the literacy capability of all pupils.
- To raise pupils' own expectations of achievement, thus raising standards.
- To develop and raise staff awareness of the role language plays in developing pupils' effective communication and learning.
- To set appropriate targets to raise pupil achievement.
- To create whole school literacy resources.
- To encourage independent learning.

LITERACY ACROSS THE CURRICULUM IS IMPORTANT BECAUSE

- pupils 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 pupils' self-esteem, on motivation and behaviour. It allows them to learn independently. It is empowering.

➤ EACH DEPARTMENT SHOULD

- identify and display key vocabulary;
- revise key vocabulary;

- teach agreed learning strategies which will help pupils to learn subject spelling lists;
- concentrate on the marking of high frequency and key subject words taking into account the differing abilities of pupils.
- test or revise high frequency words regularly;
- set personal spelling targets.

STRATEGIES

Reading

1. Across the whole curriculum teachers will provide activities for pupils 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, encyclopaedias, 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 age and ability of the pupils.
3. Opportunities should be created for teachers to refer to pupils' use of reading in assessments and reports for all curriculum areas.

Writing

1. Across the curriculum teachers will provide activities for pupils to:
 - use writing to plan and organise
 - plan, draft, discuss 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. brain storming
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 pupils concerned.
3. Teachers will teach pupils 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 and brackets.
4. Where pupils are asked to write in a particular genre, e.g. a newspaper report, teachers will ensure that pupils 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.

6. Teachers should aim to:

- provide good models of particular kinds of writing
- provide Frameworks where appropriate
- provide dictionaries and teach pupils how to use them
- display Key Words in the classroom
- teach subject specific vocabulary and spelling
- encourage high standards of presentation

Speaking and Listening

Across the whole curriculum teachers will provide activities for pupils 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.

ESTABLISHING COMMON WHOLE-SCHOOL APPROACHES TO KEY ASPECTS OF LITERACY AND LANGUAGE ACHIEVEMENT ACROSS ALL SUBJECTS. PARTICULARLY CRITICAL:

- the routine marking of pupils' written work for language, as well as for subject knowledge;
- the teaching and marking of spelling, including subject-specific vocabulary, commonly misspelt words, individual pupils' patterns of spelling errors;
- the teaching of explicit techniques for note taking which pupils can practise and apply;
- encouraging development of effective speaking and listening by establishing progressive routines for group work through the key stage;
- the teaching of a range of reading strategies and their different uses, with progressively more demanding subject materials and contexts in which to apply them.

PARENTAL INVOLVEMENT

- to involve parents in all aspects of the pupils lives.
- equip parents with ideas as to how to help their son/daughter improve their Literacy Skills

CONCLUSION

It is our aim to improve Literacy across the school and in doing so, enable pupils to function independently, evaluating their own Literacy Skills and coming up with strategies to help them improve in ALL subject areas.