

LITERACY ACROSS THE CURRICULUM POLICY

Humberston Academy

“Literacy is a bridge from misery to hope. It is a tool for daily life in modern society. It is a bulwark against poverty and a building block of development, an essential complement to investments in roads, dams, clinics and factories. Literacy is a platform for democratization, and a vehicle for the promotion of cultural and national identity. Especially for girls and women, it is an agent of family health and nutrition. For everyone, everywhere, literacy is, along with education in general, a basic human right.... Literacy is, finally, the road to human progress and the means through which every man, woman and child can realize his or her full potential.

Kofi Annan (Former Secretary-General of the United Nations)

1. Rationale

The development of an effective literacy skillset (that is, speaking, listening, reading and writing) is fundamental to the achievement of a rich and fulfilling life. We use these skills every day in order to communicate with, and make sense of, the world around us. As such, the better we are at these skills the more successful we can expect to be in life. At Humberston Academy we recognise that at the heart of improving literacy skills is the opportunity to practise them. Improving literacy and learning can have an impact on students’ self-esteem, motivation, behaviour and attainment. It allows them to learn independently and is empowering. Humberston Academy’s curriculum is underpinned by developing students’ abilities to speak, listen, read and write for a wide range of purposes, including using language to learn, communicate, think, explore and organise. Helping students to express themselves clearly, through development of vocabulary, both orally and in writing, enhances and enriches teaching and learning in all subjects and prepares the student for life after school. We believe that reading, and particularly reading for pleasure, has a direct impact on cognitive and social communicative development. Our aim is to develop each student’s potential to the point where they are reading at, or above, their chronological age. At KS3, we will quantify this development through a robust programme of assessment, intervention and data analysis. Baseline data in term 1 (STAR Test) will inform intervention and planning with progress and development mapped against two further assessment points throughout the year, alongside monitoring and evaluation procedures. At KS4, all students undertake a reading and spelling age test at the end of the academic year, this data is used to plan interventions in order to ensure all students at Humberston have age-related reading and comprehension skills.

2. Aims

- To support students’ learning in all subjects by supporting teachers to be clear about the ways in which their work with students contributes to the development of students’ literacy skills
- To increase students’ standards of achievement in literacy and across the curriculum
- To promote knowledge and understanding of the students’ standards of achievement and assessment in literacy across the curriculum and the identification of any areas of strength and weakness

- To raise students' own expectations of achievement, thus raising standards and aspirations
- To develop a shared understanding, between all staff, of the role of language in students' learning and how work in different subjects can contribute to and benefit from the development of their ability to communicate effectively both in school and in preparation for life
- To recognise that language is central to students' sense of identity, belonging and growth
- To develop students' confidence and ability to express themselves
- To support the staff team to implement effective literacy development and wider achievement across the school
- To ensure students are able to write for a variety of purposes and audiences, collect information, organise ideas and write accurately to show "what they know" across subject areas
- To promote students' ability to speak and listen effectively across a range of contexts, developing their ability to negotiate, hypothesise, present information and extend and clarify their ideas and thinking; but will also have an impact on their self-esteem, motivation and ability to work independently

3. Priorities and intended outcomes

- To develop students' higher order literacy skills
- To improve the teaching of writing across the curriculum
- To develop a culture of reading across the school
- To develop a whole school approach to the teaching, learning and assessment of spelling, punctuation and grammar
- To further develop speaking and listening skills across the curriculum

Key requirements of implementation

Reading

Reading helps students to learn from sources beyond their immediate experience and inspires them to acquire knowledge. At Humberston Academy, we aim:

- To create an environment where reading is promoted across the school
- To provide time in school every week for all students to read. This takes place during registration time on Monday - this is an integral part of the tutor programme.
- To support reading through the implementation of the Accelerated Reader Programme at KS3
- To implement a robust assessment process within the AR programme in order to identify weakness and strength, which in turn is used to inform planning and intervention
- To implement a peer reading programme to support those students at KS3 whose reading and comprehension age is below expectations
- To promote and support reading via enrichment activities such as Author Visits

Writing

Writing helps students to sustain and order thought. At Humberston Academy, we aim:

- To provide students with a range of challenging writing tasks
- To provide students with real audiences and creative writing outlets where possible
- To support writing with frames or scaffolds where appropriate and use modelling, within subjects
- To ensure grammar, spelling and handwriting are supported in all subjects
- To promote and support writing via enrichment activities such as Writing Competitions

Speaking and Listening

Language helps students to prepare, reflect, revise and evaluate the tasks they undertake and on the things others have said, written or done. At Humberston Academy, we aim:

- To raise awareness of the importance of speaking and listening across the school
- To encourage a more systematic approach to the use of speaking and listening tasks in all subjects
- To support all departments and subjects in embedding speaking and listening within their area
- To promote and support writing via enrichment activities such as Debating Club or Humberston Radio

Promoting Literacy at Humberston Academy

Literacy across school is driven by the Literacy Co-ordinator in conjunction with the English Department and the Librarian. However, it is the collective responsibility of all staff in all curriculum areas to ensure that literacy is constantly addressed in order to improve standards and raise levels of attainment.

Responsibilities

Senior Leadership Group will:

- Lead and give a high profile to the school's vision for literacy
- Liaise with Literacy Co-ordinator and all members of the governing body when monitoring impact

The Literacy Co-ordinator will:

- Support departments in the implementation of strategies and encourage departments to share good practice
- Regularly monitor students' progress in literacy and the impact of literacy interventions and review provision accordingly
- Produce/source whole school Literacy display materials/Tutor Programme for use in all departments/staff
- Work with SLT to audit, monitor and evaluate current provision, determine priorities and plan strategy
- Ensure effective development of whole school policy and practice
- Facilitate and lead CPD
- Liaise with the school librarian to ensure the effective implementation of Accelerated Reader Programme

- Liaise with the school librarian to praise and reward students with outstanding literacy skills (Literacy Leaders and Millionaires Readers)
- Liaise with the school librarian to plan and organise enrichment activities
- Liaise with the SENCo to plan and organise literacy interventions

Teaching Staff will:

- Take every opportunity to provide students with the knowledge, skills and understanding they need to read, write, speak and listen effectively
- Adopt a standardised approach to the teaching and learning of literacy skills
- Indicate in schemes of work/lesson plans where skills will be explicitly taught

Teaching Assistants will:

- Provide additional scaffolding for students with identified literacy weaknesses

Students will:

- Take increasing responsibility for recognising their own literacy needs and making improvements

Speaking and Listening

All staff will:

- Lead by example, ensuring standard English is used at all times and is expected in response
- Challenge students when slang or inappropriate colloquialisms are used
- Encourage the correct use of English in the classroom environment
- Encourage students to correct their own speech when errors are drawn attention to
- Create opportunities for talk in a range of contexts and forms: whole class discussion, small group discussion, paired discussion, individual contribution, role play etc

Writing

All staff will:

- Model high standards of presentation - all work to be presented with date and title according to the Academy presentation policy (see appendix)
- Model all pieces of writing – never assume that the student will know what structure or tone to employ. Use writing frames etc. to aid extended writing for those who need them
- Promote punctuation, spelling and grammar within any writing task
- Take every opportunity to expand vocabulary and range of expression - be explicit about what vocabulary or key words you expect to find in any given piece of writing, the use of vocabulary 'starters' is particularly useful here
- Insist on the use of full sentences within writing tasks.
- Take opportunities for peer literacy marking, using the literacy marking key. focus on one or two aspects per opportunity e.g. are all key words spelled correctly?

Reading

All staff will:

- Provide opportunities for reading as a class, in groups and individually and encourage reading aloud if appropriate to task
- Encourage further reading around the subject
- Set reading and research tasks as part of class work and/or homework focused on books/newspapers/online articles etc
- Promote skimming and scanning skills in lessons
- Develop students' ability to locate and retrieve information, to select and interpret information, to collate supporting details within a text, to collate material from a variety of texts, including different types of text.
- Take every opportunity to promote the enjoyment of reading, (completion of their 'favourite book' poster

Marking

All staff will:

- Follow the Humberston Academy literacy marking policy when assessing students' work
- Departments will demonstrate high expectations over the standard and presentation of all written work
- Display the marking key/poster in their classroom
- Underline mistakes and place appropriate symbols in the margin, if no margin is available, symbols can be placed next to the error
- It is not policy to indicate every single mistake in students' work especially when marking work of students who have low levels of literacy in all areas of spelling, punctuation and grammar; specific areas may be targeted in different assessments
- Ensure that the student knows which particular literacy focus will be assessed beforehand e.g. the particular focus for this piece of writing will be the correct spelling of all key words and the correct use of paragraphs
Take opportunities to praise, either verbally or through marking, the effective and accurate use of literacy skills
- Ensure marking for literacy is embedded into wider marking policy (strengths and targets)
- Utilise the self/peer marking of literacy with students marking their own or a partner's work with purple pen

Monitoring and Evaluation

Senior Leaders and the Literacy Co-ordinator will monitor progress regularly and will report back to staff, parents, students and governors. The following methods will be used:

- Work sampling
- Observations and learning walks
- Student interviews
- Scrutiny of development plans and departmental planning
- Data analysis

APPENDIX 1

Support/Interventions for Reading and Writing

APPENDIX 2

Presentation Policy

TOP TEN TIPS FOR PRESENTATION

1. Date and Title must be underlined using a ruler.

2. All written work should be completed in blue or black pen.

3. Planner on desk, ready to write homework details.

4. All homework should be identified "HWK"

5. No graffiti or doodling!! Or you will need to replace your exercise book.

6. Highlight all KEY TERMS.

7. Your work must be presented as neatly as you possibly can. If not, this will need to be rewritten.

8. All loose sheets should be kept in perfect condition (in a folder).

9. You must bring your exercise book to each lesson!

10. You should respond to the feedback from your teacher using the purple pen of progress.



APPENDIX 3

Literacy marking Codes

Literacy

Literacy should be corrected in a way which is appropriate to the needs of the student. However, where a student's work is littered with errors it might be best to focus only on a limited amount of mistakes so as to maintain a focussed and positive marking process. Students may be given time to complete corrections. The codes are designed to standardise our approach to highlighting literacy issues. The code is designed so that it might be used in a variety of curriculum areas.

SP	Spelling
CL/LC	Capital letters/ Lower Case
^	Something missing
P	Punctuation (Full stops and commas)