

Literacy across the Curriculum Policy

Summary

Woodham Academy is committed to ensuring that all students are able to achieve their potential and beyond, within an ethos of unconditional mutual respect as reflected in our school mission “Achievement for All”.

We know that high quality learning experiences for students are our core business. We recognise that excellent teaching which stimulates interest and engages students, which allows all students to maximise progress, and which leads ultimately to successful outcomes is the foundation of these high quality learning experiences. Learning is the most important part of any lesson. Teaching must facilitate this learning through a variety of means. We recognise that students should be taught across the school to express themselves correctly and appropriately, to be able to read accurately and with understanding and to recognise and to use standard English. Literacy must be embraced by the whole school, with each member of staff making a contribution towards a common goal.

Date adopted: May 2011
Review date: Bi-Annually
Last Reviewed: September 2021

Key staff involved in the policy

Role	Name(s)
Head of Literacy	Ellesha Gray

1. Rationale

Literacy is central to the development of learning at Woodham Academy. Improved literacy skills will allow students the opportunity to express themselves creatively and imaginatively to communicate with others effectively. Literacy is the master skill needed to access all areas of the curriculum.

We recognise that all forms of language contribute to the development of literacy; talking, listening, reading and writing. By using these forms of language for specific purposes in specific contexts, students can develop knowledge, understanding and skills for learning. Literacy is a fundamental part of raising standards in the school.

A whole school approach to developing literacy helps to support the aims of the school by:

- Ensuring students are able to access the curriculum
- Ensuring students are confident, independent learners
- Putting in place the foundations for life-long learning

It has been shown that competent literacy skills have a far-reaching impact on students’ post 16 education and employment opportunities. For those with poor literacy skills outcomes are affected on almost every measure: health, wellbeing, employment and finance. Additionally, these skills are vital in everyday communication. Every parent should be aware of the school’s commitment and be encouraged to support teachers and students. Similarly, involving students will help them to appreciate the importance of good literacy skills.

2. Purpose

- To improve literacy skills of all students and enable them to access the curriculum more effectively.
- To raise standards across all subjects.
- To improve students' literacy skills – by the end of KS3 most students are effective speakers and listeners, confident writers employing a range of appropriate forms and styles and can utilise a range of reading strategies.
- To develop students' confidence and raise their self-esteem.
- To use that confidence to take responsibility for their own learning and to be prepared to take risks in their use of language.
- To prepare students for life by ensuring that functional English is embedded and taught across both key stages.
- To provide good quality data on students' literacy skills for teachers.
- To look for opportunities to enlist the support of parents.
- To look for opportunities to involve pupils through Student Voice.
- To encourage a lifelong, positive relationship with reading and literature.

3. Guidelines

Literacy and English

Teachers of English have a leading role in providing students with the knowledge, skills and understanding they need in order to speak and listen, read and write effectively. At KS3 this will be delivered through the Framework for English and supported by the Reading programme. The school will deliver individual / group catch-up tuition for Y7 students eligible for Y7 catch-up funding and to students whose progress in English is below expectation. Students will also receive extra support with literacy via targeted intervention. Registration time will also be used to support literacy skills through activities as well as providing opportunities for reading.

Literacy across the Curriculum

The challenge for all other subject areas is to support and enhance skills that are taught in English. All subjects make a specific contribution to developing students' language through the use of subject specific vocabulary, the use of styles of writing that are appropriate to that subject and the need for students to access subject specific materials.

In developing literacy across the curriculum teachers at Woodham Academy aim to enable our students to:

- Prioritise disciplinary literacy across the curriculum
- Express themselves clearly, correctly and appropriately both orally and in writing.
- Read accurately and with understanding.
- Use grammatically correct sentences.
- Spell and punctuate accurately for effective communication.
- Recognise and use standard English at appropriate times.
- Develop students' ability to engage with academic texts in a critical manner
- All teachers should be supported to ensure that students are functionally literate in their subject

4. A whole school approach to the teaching of specific literacy skills

Feedback to students should make use of the school's teaching and learning policy, and in particular the section on marking and feedback.

Reading

All Year 7 students have a designated reading lesson, delivered jointly by an English Teacher (TLR Reading Co-ordinator) and a specialist HLTA. Students are assessed on entry and placed at the appropriate level in the Accelerated Reading Scheme. Where necessary, students are given intensive tuition in phonics. All students are screened for dyslexia on entry. The reading team and the SEN department collaborate in ensuring these students access targeted intervention.

To improve students' reading across the curriculum teachers within each department must ensure that students:

- Experience active reading strategies that support their learning.
- Experience different ways of reading, for example, individual or shared.
- Are taken through the structure or features of textbooks or websites and shown how to use them.
- Are shown how to access reference material.
- Are encouraged to read widely to extend their knowledge.
- Know and practise how to identify key points.
- Know and practise how to take effective notes.
- Know and practise how to skim, scan and close read.

Ultimately, our aim is for our students to have the skills and confidence to be able to choose independently which techniques are the most appropriate for the task.

Writing

The following elements are essential to develop writing skills:

- Students are shown how to write in subject specific ways.
- Students link and develop their ideas in writing by using connectives.
- The way to organise writing is modelled for students.
- The same writing frames are used across the school. A consistent approach to writing frames are used across the school.
- The appropriate style of writing is defined for students, providing annotated examples in the subject so that the requirements are clear.

Again the aim is for the students to be able to choose confidently and put into practise the most appropriate organisation and style of writing for the task.

Speaking and Listening

Teachers are role models for our students. Each department should ensure the following when speaking and listening activities are part of a lesson:

- The task and purpose is clear.
- There is time to reflect on the content.
- Probing and open ended questions are asked.
- Views expressed in lessons are either challenged or commented on.
- Pair / group work is used appropriately.
- Students are encouraged to listen to each other and respond accordingly.
- Subject specific vocabulary is used.
- Presentations are encouraged.

Build confidence by starting small: an explanation to a partner, then to a small group before presenting to a whole class.

Spelling

To improve spelling across the curriculum teachers within each department should:

- Encourage students to find the correct spelling of the word themselves instead of providing a correct version for them.
- Support students in developing an understanding of subject specific vocabulary, encouraging the use of glossaries or dictionaries.
- Teach strategies such as mnemonics or words within words and plan activities to secure the correct spelling of key words such as hangman.
- Encourage students to record commonly misspelled words in their spelling journal and use this as a dictionary for future work.

5. Responsibilities

Staff should:

- Speak and write in correct English themselves.
- Correct students' spoken language.
- Encourage the use of subject specific vocabulary.
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- Correct students' spoken language.
- Explicit vocabulary instruction and pre-teaching of challenging vocabulary is encouraged.
- Encourage the use of subject specific vocabulary.
- Key words should be referred to regularly and updated as the topic changes.
- Encourage students to learn the meanings, spellings and usage of a number of given words on a regular basis.
- Promote reading and encourage wider reading within their subject.
- Ensure that students are aware of the audience when producing written and / or oral work.
- Encourage the display of good practice in the classroom.
- Provide writing frames and model best practice to support writing skills.
- Be fully aware of students both on SEN and EAL registers especially those students whose first language is not English, when preparing work and displays.

6. Intervention

Where students are not reading in line with age related expectations they will be enrolled into an intervention programme. Programmes are mutually developed and devised by the Literacy Coordinator and the SEN department. Interventions are fluid, depending on the individual needs of the students at the time. The impact of interventions is measured against reading age. Interventions may include but are not limited to:

- Guided reading with a Teacher or HTLA within reading lessons.
- Phonological intervention.
- Intervention that tackles auditory processing needs.
- Intervention which is devised for students with visual impairments.
- Vocabulary acquisition online lessons.
- Computer based programmes designed to develop reading fluency.
- Guided reading in tutor time for some KS3 students.
- Small nurture groups with a Literacy HTLA.
- EAL students have 1:1 sessions with a HTLA.