

ARCHBISHOP BLANCH SCHOOL



Archbishop Blanch
— SCHOOL —

LITERACY POLICY

POLICY WRITTEN BY:	Literacy Co-ordinator
DATE POLICY PREPARED:	May 2015
DATE FIRST RATIFIED BY GOVERNING BODY:	January 2018
DATE POLICY REVIEWED:	October 2019
DATE FOR NEXT REVIEW:	January 2020

**Community, Compassion, Forgiveness, Friendship,
Thanksgiving, Trust**

Archbishop Blanch School Literacy Policy

This policy should be taken and used as part of Archbishop Blanch Church of England School's overall strategy and implemented within the context of our Mission Statement and Instrument of Government aims.

As a Church of England School, we accept and respect all members of our community as unique children of God, precious in His sight and of infinite worth.

RATIONALE

Literacy underpins the school curriculum, by developing pupils' ability to speak, listen, read and write for a range of purposes, in a variety of styles, and for different audiences. Pupils use language to learn and communicate, to think, to explore and organise. Helping pupils to express themselves clearly both orally and in writing enhances and enriches teaching and learning in all subjects.

All departments and all teachers have a crucial role to play in supporting pupils' literacy development. Literacy is fundamental to personal and social development and to life-long learning. It is an entitlement for all pupils and therefore the responsibility of all teachers – the whole school – in partnership with parents, Board of Governors and other support agencies. At Archbishop Blanch we are all teachers of Literacy.

We believe in the fundamental principle that Literacy is the key to improving learning and raising standards. Literacy enables pupils to access all subjects, to read for information and pleasure, to communicate confidently and effectively and to prepare for the adult world, future studies and employment. This policy has been discussed and agreed by all teaching and support colleagues.

POLICY AIMS

- To raise Literacy attainment at all key stages.
- To adopt a whole-school approach to literacy across the curriculum.
- To enable all pupils to attain at least minimum expected standards by age 16 in the key literacy skills of reading, writing, speaking and listening.
- To support the development of literacy skills throughout the curriculum.
- To raise staff awareness of key literacy strategies through INSET, Faculty meetings, support from the co-ordinators and others through the dissemination of good classroom practice.
- To encourage staff to take responsibility for the development of literacy in their subject areas through the inclusion of appropriate schemes of work and lesson planning.
- To support the development of literacy through the deployment of a range of resources in the school e.g. library, technology suites etc
- To identify specific roles and responsibilities within the school with regard to the development of literacy work.
- To establish procedures for monitoring literacy across the curriculum and develop intervention strategies where necessary.

STRATEGIES

We should use available data on students' reading and spelling levels as well as using nationally-recognised formal tests and other formal assessments. This will help staff to make informed choices about appropriate texts, and to plan appropriate support for students in order that they may successfully access texts. This data information should be shared with staff.

Reading

1. Across the whole curriculum teachers will provide activities for pupils to:

- Read and follow written instructions
- Read independently as well as reading together
- Read to explore meaning and to develop understanding
- Follow up their interests and read texts of varying lengths.
- Question and challenge printed information and views.
- Read with understanding, descriptions or processes, structures and mechanisms.
- Read and explore ideas and theories.
- Learn how to sift and select and take notes from texts and read to locate and relocate information.
- Learn how to scan for overall meaning and scan for key points, words and phrases.
- Use reading to research and investigate from printed words and moving images and ICT texts.

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.

Writing

1. Across the curriculum teachers will provide activities for pupils to:

- 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. mind maps , bullet points

2. Teachers will set writing tasks that have clear purposes are objective driven, which are appropriate for the age and ability of the pupils concerned and which challenge pupils.

3. Teachers will model for 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 marking policy and demand neat and well-organised work at all times.

6. We will:

- provide good models of particular kinds of writing
- provide frameworks and differentiation where appropriate as a means of working towards the goal of independence
- provide dictionaries and thesauruses and teach pupils how to use them
- display Key Words and their meanings in the classroom
- teach subject specific vocabulary and spelling
- encourage high standards of presentation

ORACY

1. In our teaching we should provide planned opportunities across the curriculum for students to engage in purposeful talk, both formally and informally.
2. In planning for talk we should consider pace and timing so that purposeful talk is maintained.
3. Whilst teacher exposition is essential we should take account of demands on concentration to ensure that students are required to listen for realistic lengths of time
4. We should give students regular opportunities to speak and listen in the following contexts:

- In pairs
- In small groups
- With the teacher or another adult
- In whole class discussion
- Presentation to a wider audience
- Exploring and describing events, activities and problems and developing ideas with others
- Reporting back to a wider audience in order to consolidate ideas and understanding
- Asking and answering questions
- Speculating, hypothesising and imagining
- Planning, organising and reviewing activities
- Investigating and solving problems collaboratively
- Evaluating experiences and reflecting on learning
- Talking at length and adopting the expert role.

ROLES AND RESPONSIBILITIES

Role of the Senior Leadership Team:

- To lead and give a high profile to literacy
- To support opportunities for staff training on literacy
- To ensure that the Governing Body are kept informed of literacy developments

Role of The Literacy Co-ordinator:

- To lead all departments in the implementation of the school's Literacy Policy
- To support departments in the implementation of literacy strategies
- To encourage departments to learn from each other's practice by sharing ideas
- To work with the SLT to develop and raise whole school literacy attainment
- To co-ordinate and lead KS3 literacy intervention initiatives in liaison with the Head of English
- To liaise with the SENCO about students attaining below Level 3 in KS2 SATs and other students with individual needs
- To work with the outside agencies to promote Literacy attainment in school.
- To provide Literacy INSET for staff
- To provide strategies in order to support staff with the planning and teaching of reading, writing, speaking and listening
- To provide information for parents enabling them to support their child's developing literacy
- To be responsible for the literacy budget
- To monitor literacy within all schemes of work.

Monitoring and Evaluation

Monitoring and evaluation of Literacy across the school is the role of the Literacy co-ordinator and may be done through the School's quality assurance procedures.