

LITERACY POLICY

Rationale

'Pupils should be taught in all subjects to express themselves correctly and appropriately and to read accurately and with understanding.'

QCA Use of Language Across the Curriculum

All teachers are teachers of literacy. As such, the staff of North Coast Integrated College is committed to developing literacy skills in all our pupils, in the belief that it will support their learning and raise standards across the curriculum, 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.

Identified schemes of work and most, although not all, lessons should include specific literacy objectives. These should take the form of Reading for Information and Talking and Listening objectives.

These objectives will inform what is taught, how it is taught, what is learnt and how it is learnt. Literacy should also form part of lesson plenaries when it is appropriate to the focus of the lesson.

Implementation at whole-school level

Language is the prime medium through which pupils learn and express themselves across the curriculum, and all teachers have a stake in effective literacy.

Roles and Responsibilities

- **Senior Managers:** lead and give a high profile to literacy.
- **The English Department:** provide pupils with the knowledge, skills and understanding they need to read, write and speak and listen effectively.
- **Teachers:** across the curriculum contribute to pupils' development of language, since talking, listening, writing and reading are, to varying degrees, integral to all lessons.
- **Parents:** encourage their children to use the range of strategies they have learnt to improve their levels of literacy.
- **Pupils:** take increasing responsibility for recognising their own literacy needs and making improvements.

- **Governors:** an identified governor could meet with staff and pupils and report progress and issues to the governing body and to parents in the governors' annual report.

Across Departments, we shall:

- Identify the strengths and weaknesses in students' work from across the school
- Adapt the identified literacy cross-curricular priorities for each year.
- Seek to identify progression in the main forms of reading, writing, speaking and listening undertaken in each department and strengthen teaching plans accordingly.
- Plan to include the teaching of objectives to support learning in own subject area.

Talking and Listening

We will teach pupils to use language precisely and coherently. They should be able to listen to others, and to respond and build on their ideas and views constructively.

We will develop strategies to teach pupils how to participate orally in groups and in the whole class, including: using talk to develop and clarify ideas; identifying the main points to arise from a discussion; listening for a specific purpose; discussion and evaluation.

Reading

We aim to give pupils a level of literacy that will enable them to cope with the increasing demands of subjects in terms of specific skills, knowledge and understanding. This applies particularly in the area of reading (including from the screen), as texts become more demanding.

We will build on and share existing good practice. We will teach pupils strategies to help them to: read with greater understanding; locate and use information; follow a process or argument; summarise; synthesise and adapt what they learn from their reading.

Guidance is available from inset courses held by NEELB.

Literacy assemblies will be held to heighten students' awareness and enjoyment of reading will be held on a regular basis.

Writing

It is important that we provide for co-ordination across subjects to recognise and reinforce pupils' language skills, through:

- Making connections between pupils' reading and writing so that pupils have clear models for their writing;
- Using the modelling process to make explicit to pupils how to write;
- Being clear about audience and purpose;
- Providing opportunities for a range of writing including sustained writing.

Writing non-fiction

Each department will:

- Teach pupils how to write in ways that are special to that department's subject needs;
- Liaise with the English department to help decide when the generic *text types* are best introduced in Year 8. The text types are:
 1. information;
 2. recount;
 3. explanation;
 4. instruction;
 5. persuasion;
 6. discursive writing;
 7. analysis;
 8. evaluation;
 9. formal essay.
- Align, wherever possible, the teaching of subject-specific text types to follow the broad introduction by the English department so that pupils see how types of writing are applied and adapted in different subjects.

Spelling

Each department will:

- Identify and display key vocabulary;
- Revise key vocabulary;
- Teach agreed learning strategies which will help pupils to learn subject spelling lists;
- Follow the College Marking Policy.

Monitoring and Evaluation

We will make use of available data to assess the standards of pupils' literacy.

Possible approaches are:

- sampling work – both pupils' work and departmental schemes;
- observation – pupil pursuit;
- meetings;
- pupil interviews;
- scrutiny of development plans;
- encouraging departments to share good practice by exhibiting or exemplifying pupils' work;
- use of the Vernon Spelling Test in Year 8
- regular monitoring of whole school test results.

Including All Pupils

1. Differentiation

North Coast Integrated College pupils are entitled to our highest expectations and support. Some will need additional support and others will need to be challenged and extended. Strategies that we can use include:

- questioning;
- adjusting the demands of the task;
- the use of additional support;
- use of group structures;
- resources;
- making objectives clear;
- creating an atmosphere where pupils evaluate their own and others' work.

2. Buddy Scheme

The College currently operates a Reading Buddy Scheme. This involves volunteers from our sixth form participating in shared and paired reading with identified pupils from Key Stage 3. This targeted intervention is to be used to help pupils maximise access to the secondary curriculum.

3. The more able

We will seek to:

- identify able pupils;
- promote ways of structuring learning for able pupils departmentally;
- develop a teaching repertoire which supports and challenges able pupils.

Special Educational Needs

We will teach our pupils with special educational needs appropriately, supporting their learning and providing them with challenges matched to their needs, through using a range of teaching strategies such as guided group work, writing frames and oral activities.

Assessment

Available data from Key Stage 2 should be used to inform planning and to assist us in responding to early pieces of work. We can also use this data to set numerical and curricular targets for each cohort.

The best assessment informs lesson-planning and target-setting and helps us to maintain the pace of learning for our pupils.

For detailed guidance on marking, see our marking policy.

The English Department

In addition to all the whole-school aspects of this policy, the English teachers at North Coast Integrated College have a leading role in providing pupils with the knowledge, skills and understanding they need to read, write, speak and listen effectively.

The English Department also generates early Key Stage 3 data by giving every pupil a general reading and writing test and the Vernon Spelling Test on entry to the College.

North Coast Integrated College is committed to raising standards of literacy in all its pupils through a co-ordinated approach.

Every teacher has a role to play in this process.