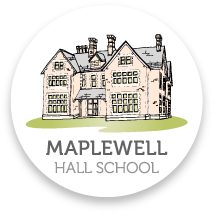
**Maplewell Hall School**

[](http://www.maplewell.leics.sch.uk/)

**Literacy across the Curriculum Policy**

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| **Policy Created** | **September 17** |
| **Governing Body Committee** |  |
| **Date Reviewed by Governing Body** | **Teaching Learning & Assessment**  **October 17** |
| **Date of Next Review** | **September 18** |

[](https://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwi0peHPtNvUAhWG0RoKHSeSD2oQjRwIBw&url=https://woodhouse-eaves.cylex-uk.co.uk/company/maplewell-hall-school-16424397.html&psig=AFQjCNGMqvRQD9BkpTDtSC0_v4FBY3pdww&ust=1498562977199555)**Maplewell Hall School**

**Literacy across the Curriculum Policy**

***‘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*

***‘The development of language and literacy in the National Curriculum remains central; these skills provide ‘access to’ and a ‘foundation for success’ in school…Without strong literacy skills, a young person’s life chances are severely diminished; their employability, health, confidence and happiness are all compromised.’****– National Literacy Trust 2016*

**Why is literacy so important?**

A central aim of teaching and learning is to develop students’ ability to use language effectively, in order to think, explore, organise and communicate meaning. Improved literacy leads to improved student self-esteem, motivation and behaviour; it enables students to learn independently; and it is personally empowering.

More specifically, effective use of language – both written and spoken - is crucial to successful learning in all subject areas of the curriculum, each of which can contribute to developing literacy skills through its own distinctive opportunities and demands. It follows that all teachers are teachers of literacy.

The development of students’ literacy skills is essential to whole-school improvement; by improving the literacy skills of all students, standards across the curriculum will rise.

The staff of Maplewell Hall School is therefore committed to working together across the curriculum:

* to promote students’ personal confidence, resourcefulness and independence in communicating with others in speaking and listening, reading and writing;
* to raise students’ literacy attainment- both productive and receptive - at every level of ability, and in all subject areas;

We recognise that what it means to be literate changes over time, and that the texts and technologies of the literate are now many and varied, involving spoken and written language, electronic and print media, still and moving images. Students will be given opportunities to develop their literacy skills in all these areas.

**Speaking and Listening**

***‘Reading and writing float on a sea of talk.’*** *James Britton ‘Language and Learning’*

**Teachers will help students:**

1. to understand that talk (and not just reading and writing) is a valuable means of learning in itself
2. to value and respect the talk of others
3. to be confident contributors in a wide range of oral activities, in individual, paired and group situations
4. to understand that differences in task, purpose and audience require different levels of language formality.

**Reading**

***‘Reading is arguably the most crucial literacy skill for cross-curricular success in […] schools.’*** *SSAT ‘Literacy Across the curriculum.’*

**Teachers will develop students’ reading skills by:-**

1. guiding students in accessing s a range of high quality texts related to their curriculum area
2. encouraging extended reading as well as reading in short bursts
3. providing opportunities for students to access texts independently (i.e. internet, works of reference, library catalogues and indexes)
4. helping students to develop a range of active reading strategies – skimming, scanning, reading intensively – for a range of contexts and purposes
5. helping students acquire a variety of comprehension skills – literal, inferential and evaluative – e.g. through DARTS activities (‘Directed Activities Relating to Texts’)
6. teaching students how to select/note/synthesise information from their reading
7. drawing students’ attention to the way texts are organised in different subject areas e.g. format, page layout, print, illustrations and diagrams, and other key textual features.

**Writing**

**‘*Writing has the power to refine and clarify inchoate thought: ‘How do I know what I think until I see what I say?’’ -*** *E.M. Forster*

**Teachers will aim to develop writing skills by:-**

1. providing opportunities for students to write in a variety of styles, and for a variety of audiences and purposes;
2. providing students with models of different styles of writing, including through teacher modelling, and structured assistance (e.g. writing frames) in reproducing their linguistic features;
3. giving students further opportunities through peer and self-assessment to recognise the successful use of specific stylistic features in a text;
4. drawing students’ attention to the importance, and the techniques, of the drafting, editing and proof-reading process;
5. encouraging students with their handwriting, spelling and presentational aspects of their writing;
6. teaching students to spell key subject vocabulary and understand their meaning and usage.

**Literacy Marking**

***‘Anyone who has never made a mistake has never tried anything new.’ –*** *Albert Einstein*

**Teachers will develop students’ use of spelling, punctuation and grammar by:**

1. providing students plentiful opportunities to self and peer assess their work through the regular use of the ‘Your Literacy’ tool;
2. encouraging students to use the correct punctuation in their writing through verbal feedback during relevant lessons;
3. marking work using the skills code provided by the ‘Your Literacy’ tool;
4. highlighting students’ skill level in using capital letters, punctuation, paragraphing and spelling during ‘sticker week’.

**Responsibilities**

***‘Language is the prime medium through which students learn and express themselves across the curriculum, and so all teachers have a stake in effective literacy development.’*** *SSAT ‘Literacy Policy’*

**SLT:**

1. to monitor and evaluate whole-school provision as set out in the School Improvement Plan, departmental development plans work scrutiny, lesson observations learning walks, and student voice interviews;
2. to ensure that the school’s system of data collection provides adequate evidence of students’ literacy levels, and that staff understand how to interpret it;
3. to oversee the school’s literacy marking policy is being adhered to consistently through work scrutiny, lesson observations; learning works and student voice interviews.
4. To ensure Maplewell staff has regular training on Literacy across the Curriculum so they are abreast of the latest pedagogy

**Literacy Co-ordinator:**

1. to keep colleagues up-to-date on literacy initiatives in English and how they can support literacy development in other subjects;
2. to support literacy initiatives in other subjects by suggesting materials and strategies, and through coaching, peer observations and team teaching;
3. to take a lead in delivering school-based INSET;
4. to initiate lesson-based research and encourage the sharing of good practice within INSET sessions
5. to identify students in need of literacy support, and work with the tutors and LSAs to ensure effective additional provision for these students and tracking procedures are being kept
6. to work with the school librarian in raising the profile of reading across the school.

**Form Tutors and Pastoral LSAs:**

1. to work with the school’s literacy co-ordinator to identify those students who require intensive literacy support;
2. to ensure all students are regularly reading and being heard in form times
3. to ensure students with low levels of reading are subject to ‘Precision Teach’ in this time and a record of their progress is kept
4. to liaise with the parents of such students, keeping them informed of provision and progress

**English Department:**

1. to provide students with the knowledge, skills and understanding they need to read, write, speak and listen effectively, and to play a role in identifying cross-curricular literacy priorities.

**Heads of Departments:**

1. to establish the reading requirements and the writing styles the students will need to be familiar with, in order to succeed;
2. to ensure that the literacy marking policy is used effectively in the department;
3. to ensure that opportunities for learning through talk (in addition to reading and writing) are included in Schemes of Work;
4. to ensure that IT and the facilities of the School Library are used as a means of improving standards of literacy;
5. to oversee the setting-up and maintenance of the ‘key-words in context’ displays in departmental classrooms.

**Subject Teachers:**

1. to be familiar with the literacy levels of studentsin their teaching groups, and match tasks and materials accordingly;
2. to ensure that students with good levels of literacy are provided with appropriately challenging tasks and materials;
3. to record and make use of assessment data which provides information about student literacy:, Reading and Spelling Ages, KS2 National Test results in reading and writing;
4. to set short-term literacy targets, when appropriate (e.g. spelling of key words, presentational features), as part of the school’s assessment and monitoring process;
5. to ensure that subject specific key words (in context) are displayed on classroom walls and discussed as appropriate with learning objectives at the start of the lesson;
6. to implement the school’s literacy marking policy.