



JARROW SCHOOL

Excellence in
Education

Policy Title: LITERACY

Leader: Amanda Cain

Review Date: June 2024

‘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

Rationale

Literacy plays a key role in learning; it underpins the foundations of the entire curriculum. As such, all staff share the responsibility of promoting literacy within their own subject areas, promoting a whole-school approach to literacy.

All modes of communication contribute equally to the development of students’ literacy skills and play a crucial role in understanding the world around us.

To ensure our students maximise their learning potential and are equipped with the necessary literacy skills to be successful in today’s society, we will offer a rich and varied programme of cross curricular literacy opportunities, designed to enhance speaking and listening, reading and writing.

Speaking and listening

Speaking and listening is our main means of communication in everyday life and is fundamental to the development of understanding. We want all of our students to develop increasing confidence and competence in speaking and listening so that they are able to:

- clarify and express their ideas and explain their thinking;
- adapt speech to a widening range of circumstances including paired and group discussions and speaking to a larger audience;
- use varied and specialised vocabulary;
- speak for a range of purposes e.g. to narrate, to analyse, to explain, to reflect and evaluate or persuade;
- listen with understanding and respond appropriately.

Reading

We live in a multi-text world from which we need to process a huge amount of information. We want our students to be able to read fluently, accurately and with understanding so they are able to:

- enjoy reading;
- use reading to help them develop as independent and critical learners;
- make informed and appropriate choices;
- select information from a wide range of texts and sources including print, media and ICT and to evaluate those sources;
- apply techniques such as skimming, scanning, and text-marking effectively in order to research and appraise texts.

Writing

Success in all aspects of life often requires clear written communication; indeed examination success requires students to be fluent writers of English in a range of different forms. All subjects will encourage students to develop increasing confidence and competence in their writing so that they are able to:

- present their writing clearly using accurate punctuation, correct spelling and legible handwriting;
- develop ideas and communicate meaning, using technical vocabulary and an effective style, organising and structuring sentences grammatically and whole texts coherently;
- write in a wide variety of forms for different purposes e.g. to interpret, evaluate, explain, analyse and explore.

Implementation:

To support our drive to improve literacy across the curriculum:

The school will ensure that Literacy across the curriculum is embedded into all/departmental areas of the school curriculum by:

- ensuring all staff are clear about the importance of “Literacy across the curriculum” and regularly use strategies to support literacy in lessons;
- enhancing staff awareness of literacy strategies by providing training opportunities and literacy inset;
- continuing to deliver the Accelerated Reading Scheme to students in years seven and eight;
- providing peer support for students who are below the expected range in reading;
- encouraging engagement of students and staff through regular assemblies and presentations celebrating successful readers;
- providing intensive intervention for students whose reading age falls below 9 years from the Education Psychology Teacher Service.

The Literacy Coordinator will:

- have a strategic vision for literacy development within the school;
- offer support to staff/departments;
- lead a cross-curricular literacy working group;
- monitor students’ progress in literacy through regular analysis of data;
- promote opportunities for students to use their literacy skills outside of the classroom;
- keep up to date with key developments in literacy;
- Review this literacy policy annually.

Curriculum Leaders will:

- ensure that medium term plans make regular and explicit reference to “Literacy across the curriculum” (including speaking and listening, reading and writing);
- ensure that all departmental staff share a common understanding of how to develop literacy within the subject area;
- monitor, via lesson observation and work scrutiny, that teaching demonstrates a range of tasks to develop literacy;
- make literacy the focus of some departmental displays and include examples of pupils’ engagement with literacy;
- regularly review and evaluate the impact of literacy initiatives within their subject area;
- contribute to the development of literacy across the curriculum by developing approaches which are used and shared within their own department.

Subject teachers will:

- model accurate use of the English language;
- support High 5 Reading (and ERIC), the half-termly Skills Focus, and the Word of the Week in their teaching;
- implement specific teaching and learning strategies to develop literacy skills at key stages 3 and 4;
- make marking criteria explicit (when setting a literacy-based task, attention should be drawn to the specific literacy features that the teacher will be looking for);
- mark selectively following the guidelines for marking SPaG;
- model reading and writing where/when appropriate.

Learning support staff will:

- provide specific and bespoke group or 1-1 support for students who need literacy intervention;
- develop an awareness of how Literacy skills can be supported within lessons to promote learning.