



THAMESVIEW SCHOOL

Thong Lane, Gravesend,

Kent DA12 4LF

Literacy Policy

Literacy (Across the Curriculum) Policy

1. Rationale

The development of literacy skills across all curriculum areas is vital. Effective literacy across the curriculum will develop students' ability to:

- Write for a variety of purposes and audiences, collect information, organise ideas and write accurately to show "what they know" across subject areas
- Access information and read with understanding and comprehension
- Speak and listen effectively across a range of contexts, developing their ability to negotiate, hypothesise, present information and extend and clarify their ideas and thinking

Effective literacy will have an impact on our students' self-esteem, motivation and ability to work independently. We believe that we should equip our students with the necessary transferable skills to be fully literate in the 21st century and, as such, literacy is at the heart of the school's core values.

"In the secondary schools where teachers in all subject departments had included an objective for literacy in all the lessons, senior managers noticed an improvement in outcomes across all subjects as well as in English." Ofsted: Removing Barriers to Literacy 2011

2. Priorities and intended outcomes

- Work samples carried out within Subject Reviews and planned Marking Reviews will determine how Literacy is being addressed in all subjects
- Literacy will be a feature of the reports that are generated following a Marking Review or Wave Observation in order to determine progress and areas for development in Literacy.
- Students and teachers across all subject areas will use a shared approach to teaching reading and writing.
- Schemes of Work will include literacy specific objectives and will identify when and how to develop literacy skills.
- Literacy to be evident on displays in all subject areas – public and visible
- All teachers will mark for literacy, including SPAG

3. Specific Strategies to include in planning, teaching and learning

- Highlight the importance of subject specific literacy with students
- Highlight the links between reading, writing and speaking and listening
- Ensure progression in development in reading, writing, speaking and listening

See appendix 1 for additional specific support for reading, writing, speaking and listening

4. Assessment

- Departments will comment on the literacy skills demonstrated by students as part of on-going formative and summative assessment. Relevant success criteria will be made explicit to students
- Departments will take students' literacy skills into account when giving feedback to parents

- Departments will demonstrate high expectations over the standard and presentation of all written work
- Assessment of students' literacy skills will feed into future planning

5. Responsibilities

a) SLT will:

- Lead on literacy across the curriculum and ensure it has a high profile
- Liaise with the Librarian, other members of staff and relevant members of the governing body when monitoring impact

b) Teachers across all subject areas will:

- Adopt a consistent approach to teaching literacy skills in lessons
- Be familiar with and implement a range of strategies aimed at equipping students with the necessary literacy skills to succeed
- Deploy a Literacy Representative from each department who will be responsible for disseminating strategies within their own department and also attending any literacy meetings as directed by the SLT lead.
- Indicate in schemes of work where skills will be explicitly taught

c) Teachers of English will:

- Provide support to other departments as appropriate
- Make students aware that literacy skills are transferable to other subjects
- Provide informal opportunities to highlight literacy through a range of events including library based activities.

d) Parents should:

- Encourage their children to use the range of strategies they have learned and read with, or listen to, their children at home.

e) Students will:

- Take increasing responsibility for recognising their own strengths and weaknesses and identifying next steps for improvement
- Complete the AR log by reading for 20-25 minutes per day in KS3

6. Monitoring and Evaluation

Senior Leaders and the Subject Leaders will monitor progress regularly and will report back to staff, parents, students and governors. The following methods will be used:

- Work sampling
- Observations and learning walks
- Pupil interviews
- Scrutiny of development plans and departmental planning
- Data analysis

Literacy Policy

This Policy was agreed and adopted at a Governors' meeting held on _____ (date)

Signed _____ (Governor)

Signed _____ (Headteacher)

This policy will be formally reviewed in _____ (date)

Appendix 1

1. Specific Strategies: Reading

a) Students will have opportunities to:

- Develop research skills using print, media and multi modal texts
- Develop ability to skim and scan texts, highlighting important information
- Develop comprehension skills
- Develop confidence in handling a variety of texts

b) Teachers will aim to:

- Specifically highlight reading strategies to support students, e.g. skimming, scanning, re reading to check meaning, predicting, empathising
- Highlight structure, layout, format and other “signposts” in texts typical of their subject
- Support students in developing effective highlighting and note making skills
- Support students in developing their ability to interrogate texts to access literal and implicit meanings
- Support students in recognising and challenging bias

2. Specific Strategies: Writing

a) Students will have opportunities to:

- Write in a variety of forms for different purposes and audiences
- Plan, draft and discuss their writing
- Review different texts, developing their understanding of key features of a range of text types
- Write answers using the PEE chain where relevant

b) Teachers will aim to:

- Offer student a range of appropriate models for writing and highlight the key features and criteria for success for each one
- Provide support for effective planning

- Model writing (e.g. the first paragraph) so students are able to see “how it’s done”
- Use shared and guided writing where appropriate
- Offer opportunities to complete extended pieces of writing
- Use talk to develop ideas for writing
- Support students with spelling strategies
- Develop effective proof reading strategies

3. Specific Strategies: Speaking and Listening

a) Students will have opportunities to:

- Use talk for a range of purposes and audiences and in formal and informal contexts
- Use talk to develop, extend and present ideas
- Use talk to hypothesise and test theories
- Use talk to solve problems and work collaboratively
- Listen for specific purposes

b) Teachers will aim to:

- Provide opportunities to present ideas in a range of formal and informal contexts
- Use questioning techniques (e.g. Kagan Structures, no hands up, paired talk, use of Blooms Taxonomy to formulate questions, thinking time, open questions) to extend thinking and generate new questions
- Use a variety of grouping strategies (e.g. Kagan Structures, pairs, triads, jigsaw grouping, envoys)
- Support helpful talk behaviours (e.g. building, challenging, questioning, summarising)
- Give students the opportunity to take on various roles within a group (e.g. scribe, chair)
- Model effective listening
- Provide a clear focus for listening.