

**POLICY FOR**

**LITERACY**

**PERSON RESPONSIBLE**

**POSTHOLDER FOR LITERACY**

**DATE REVISED**

**NOVEMBER 2010**

### **Why is Literacy important?**

Literacy is important as pupils' understanding of subjects and their ability to be able to respond to various tasks within the various subjects will improve. An improvement in grades will bring about an increase in motivation and, hence, a more independent approach to learning. This should bring about an improvement in behaviour.

### **Aims**

Holmesdale Technology College adopts a whole-school approach to ensure that all teachers assist in the development of literacy skills across all subjects. A major focus will be to create and sustain links between the English Department and other curriculum subjects and areas of learning. The aim will be to raise achievement in English and to broaden and enhance students' literacy skills (by providing them with a range of contexts in which to use and practise them) and their attitude towards these skills.

The school's aim is to develop pupils' abilities through speaking & listening, reading and writing. Pupils will be given opportunities to integrate the requirements of English with a broad approach to the teaching of English across the curriculum using the *green pen* initiative.

By the end of Key Stage 4, Holmesdale Technology College will strive for students to be able to:

- read and write with confidence, fluency and understanding, using a range of independent strategies to self-monitor and correct
- have an interest in books and read for enjoyment
- have an interest in words and their meanings, and develop a growing vocabulary in spoken and written forms
- understand a range of text types and genres and be able to write in a variety of forms to suit style and purpose
- have a suitable technical vocabulary to articulate their responses
- be able to demonstrate accurate grammar and spelling
- demonstrate critical thinking skills so that they are able to engage with a text and explore the significance and purpose of language
- be creative in their thinking and personal responses to texts so that they are able to make fresh connections between ideas and use language creatively to express their ideas
- gain a sense of heritage, understanding how English varies locally and globally and how experiences are conveyed by different cultures.

## **Literacy responsibilities of subject departments**

### **Speaking and listening**

#### Listen and respond

Students will be encouraged to be active listeners, identifying key skills used by speakers and be able to respond confidently and effectively to what people say.

#### Speak and present

Students will be taught to adapt speaking to suit context; consider non-verbal techniques, recognise different conventions and use standard English when appropriate.

#### Discuss and interact

Students will be taught how to develop discussions, adapt discussion skills and take on different roles to explore, promote, oppose and question ideas.

#### Drama, role-play and performance

Students will be taught to use different dramatic approaches to explore and convey ideas and to comment on the effectiveness of dramatic conventions used.

### **Reading**

#### Read for meaning

Students will be taught to skim, scan, infer and deduce to recognise implicit meanings.

They will be encouraged to respond to ideas and recognise implicit meanings. They will be encouraged to read a range of texts.

#### Understand author's craft

Students will be provided with opportunities that will enable them to consider the importance of social, historical and cultural contexts; to analyse both the language and the organisation of a text.

### **Writing**

Students will develop their spelling and grammar skills through the *green pen* initiative; be taught how to apply literary techniques learnt and how to organise ideas; they will be encouraged to proofread and edit their work.

### **Roles and responsibilities**

- The English Department will create schemes of work based on the strands and respective criteria for each year group and ensure that students have the knowledge, skills and understanding in order to read, write, speak and listen effectively.
- The library will support integrated information literacy strategies to promote independent learning.
- All teachers to teach literacy and mark literacy and contribute to students' development.
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- Parents to encourage their children's learning at home.
- Students need to be aware of their own learning styles and recognise their own literacy needs.
- Literacy Co-ordinator will be greatly responsible for promoting literacy across the curriculum by developing and strengthening links with: PBL English, Transition, Advisory Services, SEN, INSPIRE, Library, Head of sixth form and parents. Literacy Co-ordinator will be supported by senior managers to raise profile of literacy across the curriculum and support subject teachers.

## Term 1

- Promote literacy through Inspire: reading, writing and speaking/listening.
- Create a reading display to promote reading in Key Stages 3 and 4.
- Meet with Head of Fusion to discuss and plan Year 7 English schemes of work.
- Create Key Stage 3 gap analysis spreadsheets for monitoring progress in reading, writing and speaking/listening.
- Amend Term 1 Year 7 and 8 schemes of work to include reading, writing and speaking/listening formative and summative assessments.
- Provide English teachers with *Spellings/Texts I Have Read* booklets to promote reading and writing.
- Create an accelerated learning booklet for all English teachers to promote literacy skills in boys and the less able.
- Create *starters and plenaries* resources to promote literacy in English.

## Term 2

- Promote literacy through Inspire: spellings and vocabulary.
- Amend Term 2 Year 7 and 8 schemes of work to include reading, writing and speaking/listening formative and summative assessments.

## Term 3

- Promote literacy through Inspire: speaking/listening
- Amend Term 3 Year 7 and 8 schemes of work to include reading, writing and speaking/listening formative and summative assessments.
- Provide all staff with *marking for literacy* posters to which both teachers and students will refer when marking for literacy through *green pen*.
- Provide Year 9 English teachers with a list of keywords students should be able to spell correctly in other subjects in Term 3.
- Provide all Year 9 students with a homework booklet that will help them to improve both their reading and writing.

## Appendix



Literacy poster.ppt