

Darland High School Literacy Policy

Introduction

Darland High School is committed to the raising of standards of Literacy across the curriculum and across the school to enable every learner to function and to progress at an appropriate level in school, in work and in society.

The three main components of literacy are reading, writing, and oracy. Literacy develops the skills needed to understand written and spoken language, to interpret what has been written or said, and draw inferences from the evidence that surrounds us. It is also about being able to communicate fluently, cogently and persuasively.

Literacy skills are seen to be the skills vital for learners' success in all aspects of the curriculum. It is seen as the responsibility of all Darland staff to develop the literacy skills of all pupils in our care.

Expectations of pupils

We would expect pupils to cover the following:

Oracy:

- To develop and present information and ideas in a range of situations.

Reading:

- To locate, select and use information from a range of sources.
- To respond to what has been said.

Writing:

- To organise ideas and information for a range of purposes and genres.
- To write accurately.

Form Time Activities

Key Stage Three:

Every form in Key Stage three has one morning a week to spend on specific Literacy based tasks. These tasks are based upon the National Reading Tests and are designed to prepare and support pupils for the rigour of these tests. All Key Stage three form groups will have dedicated time to spend in the school Library to encourage the pupils' own enjoyment of reading and support their learning. Form tutors are supported by the Literacy co-ordinator and Assistant Literacy co-ordinator with the preparation of all resources for the class based tasks, and timetabling for the Library sessions.

Key Stage three form time activities will be monitored in the short term by the assistant Literacy co-ordinator who will communicate with form tutors regarding the tasks. In the long term, National Reading Test results and data along with pupil satisfaction surveys will help to evaluate the success of the programme.

Key Stage Four:

Every form in Key Stage Four has one morning session a week to spend on specific Literacy based tasks. These tasks, in booklet form, will focus on problem solving, exam technique, and comprehension skills. Commencing Spring half term 2016.

Cross-Curricular Literacy

Oracy Across the Curriculum

Students are encouraged to communicate their needs, feelings, thoughts; retell experiences with others; and express their ideas through the power and beauty of the spoken word. Students refer to their intentions by asking questions, voicing/expressing opinions and making choices through a variety of media, and by building on previous experiences. Listening and responding appropriately to others and a range of other media is an essential component in the development and use of language.

The oracy strand focuses on these elements:

Speaking

- Communicating ideas and information to a wide range of audiences and a variety of situations.

Listening

- Listening and responding to the viewpoints.

Collaboration and discussion

- Contributing to discussions and presentations.
- Discussing the viewpoints/ideas of others', and sharing personal ideas and opinions.

Throughout the curriculum students should develop their skills using the following activities:

- Discussion in small groups, as well as large group discussion or debate.
- Reporting back information.
- Individual presentation to an audience.
- Reading aloud from texts, playscripts, etc.
- Role-play and dramatisation eg. 'hotseating'.
- Question and answer sessions.
- Comparisons of prepared statements.
- Pair work, including comparison of work to be redrafted and drawing diagrams from instructions.
- Recital for an audience.
- Book reviewing.

Reading Across the Curriculum

This is the key Literacy skill. Through reading, students access the ideas, information, and experiences that help them to understand themselves, their world and to learn and work effectively. Students also read for entertainment. Learners extend and apply these skills across all curriculum areas. Teachers plan and assess the extent to which learners are able to apply the skills and strategies in purposeful, age-appropriate reading tasks in a whole-school cross-curricular approach.

The Reading across the curriculum strand focuses on these elements:

Reading strategies

- Using word skills and comprehension strategies
- Accessing information to ascertain meaning
- Evidence from observation and listening to learners read.

Comprehension, and response and analysis

- Identifying main ideas, events and supporting details.
- Predicting, making inferences, describing relationships.
- Making connections within/across a range of texts/themes and from personal experience.
- Offering opinions, critically analysing the author's message and techniques.

Throughout the curriculum students should develop their skills using the following activities:

- Use of reference materials to research a topic for project work.
- Reading with discrimination to select information, especially on the internet.
- Proof-reading own work, as well as helping others.
- Reading for information or to enhance accurate understanding (new vocabulary/concepts/implications).
- Sequencing texts or re-organising statements.
- Play reading and dramatisation.
- Reading of students' own work aloud, silent reading or using a class reader.
- Paired reading (to encourage reluctant or slow readers).
- Reading for pleasure and reading around. aloud?
- Reading to recognise sounds, especially in a foreign language.

Writing Across the Curriculum

Students are given opportunities to write to record and explore their thoughts, feelings, and opinions; to communicate with others; and to express their ideas through the power and beauty of language. Writing for information includes work that is intended to present information (e.g. articles or reports), outline procedures (e.g. instructions) and persuade others (e.g. editorials).

The Writing across the curriculum strand focuses on these elements.

Meaning, purposes and readers:

- Planning and adapting writing style to suit the audience and purpose.
- Improving writing through independent review and redrafting.

Structure and organisation:

- Attention to the 'rules' of the particular form of writing (e.g. news stories, instructions).
- Organisation of ideas and information.

Language:

- Using technical terms, language and expression consistent with the subject and content.

Presentation, spelling, punctuation, grammar and handwriting:

- Legibility, spelling, punctuation, grammar and sentence structure.

Throughout the curriculum students should develop their skills using the following activities:

- Structured reporting, creating leaflets or brochures to inform and persuade or advise.
- Keeping a journal (real or imaginary), writing letters (formal and informal), producing a C.V.
- Creating advertisements, posters and storyboards inc. understanding and using images.
- Writing reports and articles for newspapers, or making a magazine.
- Imaginative essays, poetry, scripts, discursive essays.
- Note-taking, summarising, and writing to inform, persuade and entertain.
- Assessing practical work and conceptualising through analysis.
- Changing format to appreciate value of diagrams, flow charts, captions, etc
- Use of ICT-based styles and 'texting'.
- Responding to open and closed questions.

Assessment and reporting

All faculties are expected to assess pupils in the strands of the Literacy Framework which they have used. Furthermore, subject teachers should report on Literacy in the context of their annual report on the progress of the students using at least one strand of the Literacy Framework. Assessment should be based upon at least one large single piece of Literacy rich work.

Teaching the skills

It is essential that all teaching staff and LSAs should possess a high level of understanding of Literacy, especially in the areas they will be using. The Literacy co-ordinator and Assistant Literacy co-ordinator are available to be consulted for help and guidance in this respect, and will provide staff-centred Literacy workshops at least once per year and produce a Darland guide to teaching Literacy.

Literacy Intervention

On its own, quality teaching of literacy across the curriculum will not enable students who have fallen significantly behind in reading to catch up. An intervention programme helps these students become independent learners as part of the whole-school approach to literacy. Pupils will be identified for Literacy Intervention using National Reading test data and the professional judgment of teaching staff. Two cohorts will initially be identified for those pupils falling below the expected level of Literacy competency: those below a standardised score of 85, and those with a standardised score between 85-95. The Literacy Intervention team will provide a programme of small group based tasks to boost the skills of those pupils. Regular monitoring by the Literacy Intervention team, ANCO, and Literacy co-ordinator will ensure pupils progress through the two stages of intervention.

A reading scheme (book club/discussion group) will be developed for those pupils who are identified as being above the expected competency in Literacy, creating a MAGT cohort for the discipline.

Roles and responsibilities

Literacy Intervention Team

The Literacy Intervention Team are expected to:

- raise the reading standardised score for those pupils who fall within their allocation.
- provide reading intervention for those pupils falling below a standardised score of 85, and for those with a standardised score between 85-95 taken from the NRT.
- liaise with the ANCO and Literacy co-ordinator regarding the progress of pupils under the Literacy Intervention Programme.

Subject teachers

Subject teachers are expected to:

- be familiar with the Literacy Framework.
- model excellent Literacy in communication, both verbal and written, with students.
- take opportunities to use, explore and demonstrate the relevance of Literacy in the context of their subject.
- ensure that their grasp of relevant Literacy is of a high standard.
- liaise with the Literacy co-ordinator and Assistant Literacy co-ordinator to familiarise themselves with efficient methods and strategies.
- assess pupils' Literacy skills in the context of their subject against the expectations in each strand of the Literacy Framework.
- report once per year on the Literacy skills of their pupils.
- Contribute examples of good practice to the Faculty Literacy file.

Faculty leaders

Faculty leaders are expected to:

- ensure Literacy opportunities are developed within schemes of work.
- liaise with the Literacy co-ordinator and Assistant Literacy co-ordinator regarding aspects of the Literacy Framework which are to be targeted.
- inform the Literacy team of modifications and updates to aspects of Literacy which are being assessed and reported upon.
- ensure that their staff are taking opportunities to explore and use Literacy in the context of their subjects.
- In KS3 faculties should adopt systems that enable the faculty co-ordinator to track development in Literacy skills.

The English faculty

The English faculty is expected to:

- teach the basic Literacy skills in an appropriate way, amongst the broader demands of the English curriculum
- liaise with the Literacy co-ordinator and Assistant Literacy co-ordinator and heads of faculty to ensure that Literacy skills are taught before they are required in other subject areas
- to explore a variety of areas and contexts in which Literacy can be applied.

The Literacy co-ordinator and Assistant Literacy co-ordinator

The Literacy co-ordinator and Assistant Literacy co-ordinator are expected to:

- liaise with faculty co-ordinators to ensure that as wide a range of the Literacy Framework as possible is used across the curriculum
- liaise with the lead SLT for Literacy to ensure effective auditing of the Literacy Policy
- to attend relevant Literacy meetings
- to run workshops to improve or secure the Literacy skills of staff
- to monitor the implementation of Literacy in faculties
- analyse data from national Literacy tests and make recommendations
- to provide an annually updated 'best practice' guide to teaching Literacy.

The Senior Leadership Team

The SLT is expected to:

- establish the roles of the Literacy co-ordinator and Assistant Literacy co-ordinator
- provide opportunities for staff to improve or consolidate their Literacy skills
- provide appropriate funds for Literacy programmes to be run
- provide opportunities for faculties to consider and develop their inclusion of Literacy in their schemes of work
- provide appropriate opportunities for the Literacy co-ordinator and/or Assistant Literacy co-ordinator to communicate to heads of faculty and other staff.

Parents

Parents are expected to:

- be aware and supportive of the need of their children to develop good Literacy skills
- give opportunities to their children to explore and use aspects of Literacy in regular family life
- communicate with the school if they need help in terms of how they can best support their children in terms of development in Literacy.

Closing remarks

This policy is to be reviewed and updated annually by the Literacy Co-ordinator.