

The Thomas Aveling School

Policy No: 22

LITERACY POLICY

Revised: October 2004 (KES)
Ratified by full Governing Body: 3rd November 2004
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Literacy Across the Curriculum Policy

Definition

The National Framework for teaching literacy states that:

“Literacy unites the important skills of reading and writing. It also involves speaking and listening which, although they are not separately identified in the framework, are an essential part of it. The framework... is also relevant to teaching across the whole of the National Curriculum. Skills, especially those that focus on reading and writing non-fiction texts, should be linked and applied in every subject.”

Whole School Approach

Each curriculum area is expected to support the development of literacy skills within the teaching of their subject. Students should be given the appropriate vocabulary to support the development of their subject knowledge. Reading and writing, speaking and listening undertaken across the full range of subject areas will contribute to the development of each student’s literacy skills.

Aims

- To ensure consistent development of literacy skills throughout the school
- To enable all students to have the necessary literacy skills to access the curriculum
- To promote the use of speaking and listening activities in order to develop pupils’ knowledge, understanding and skills
- To continue to develop literacy skills in order to promote learning and raise standards
- To improve accuracy in literacy skills

A literate student should be able to:

- Read and write with confidence, fluency and understanding
- Have fluent and legible handwriting

- Write for a variety of purposes and audiences
- Shape, express, experiment with and manipulate sentences
- Organise, develop, spell and punctuate writing accurately
- Have an interest in words and their meanings, and a growing vocabulary
- Plan, draft, revise and edit their own writing
- Be interested in books and read with enjoyment
- Read in different ways for different purposes including skimming to pick up quickly the gist of a text, scanning to locate specific information, close reading to follow complex passages and re-reading to uncover layers of meaning
- Through reading and writing, develop their powers of imagination and critical thinking
- Know, understand and be able to write in a range of genres, including non-fiction
- Have the technical vocabulary through which to understand and discuss their own reading and writing
- Express their views verbally with clarity and confidence
- Contribute to small group and whole class discussion in a way which takes into account the contribution of others (including being good listeners)

Teaching and Learning Strategies

In order to enable each student to develop literacy skills within their own capabilities the following strategies may be used:

- More explicit teaching with attention to Word and Sentence level skills
- Display of key words specific to subject as appropriate
- Increased opportunities for paired, small group and whole class interaction
- Use of writing frames and sentence openings to support the organisation of writing

- The use of shared time rather than independent time to ensure the transfer of skills into everyday use
- Shared reading and writing in which the teacher demonstrates and models the process of comprehension and composition with the class
- Guided reading and writing in which the teacher supports a particular group
- Plenaries to consolidate learning objectives

Assessment

In line with school assessment policy, areas of literacy should be assessed as part of every lesson and in each Programme of Study. Assessment should be ongoing to provide continuity and progression. Students should be able to experience success regardless of their level of ability. Teachers should correct spellings and pronunciation where appropriate, especially with regard to the key words for their subject.

Equal Opportunities

In line with the school policy staff need to be aware of, and provide for, equal opportunities for all students taking into account cultural background, EAL, gender and special needs.

Resources to supply Literacy development include:

Key Stage 3 National Strategy Framework for teaching English with Teaching Objectives

Lists of further strategies/resources with some advice for specific subject areas

Findings of KMT ITT Research Project on Literacy 2009/10

Links with the Library/Learning Resources Centre