

E-ACT POLICY

PARKWOOD ACADEMY

LITERACY

Date agreed by Governors	
Date of review	
Responsible officer	Principal / Business Director

Contents:

Rationale
Aims of the Policy
Objectives of the Policy
Role and responsibilities
Monitoring, evaluation and review

Appendix 1: Strategies for developing literacy across the curriculum

Procedures to be read in conjunction with this Policy: Other policies in the Learning and Teaching suite of Policies.

This policy is the responsibility of the Vice Principal – English and Literacy

The monitoring of the effectiveness of this policy is the responsibility of the Principal and Governors.

Consultation period:	September 2010 to
Draft Consultation completed:	
Taken to Governors for ratification:	
Adopted:	
Policy due for Review:	

Parkwood Academy

LITERACY POLICY

RATIONALE

At Parkwood Academy, we accept the fundamental principle that Literacy is the key to improving learning and raising standards; it enables students to gain access to the subjects studied across the academy, to read for information and pleasure and to communicate effectively. Poor levels of literacy impact negatively on what students can do and how they see themselves.

We believe that the teaching of literacy is not the responsibility of the English Department alone; at Parkwood all teachers share responsibility for the teaching of literacy across the curriculum and recognise their statutory responsibilities, as outlined in The National Curriculum and Professional Standards documents.

Crucially, we believe that literate students will ultimately emerge as confident and articulate communicators, fully prepared to enter the adult world, whether to continue their academic studies or to enter the world of work.

Literate secondary students should:

- Read and write with confidence, fluency and understanding;
- Use their skills in speaking and listening to explore, articulate and extend their understanding of texts;
- Be able to orchestrate a full range of reading cues (phonic, graphic, syntactic, contextual) to monitor their reading and correct their own mistakes;
- Understand the sound and spelling system and use this to read and spell accurately;
- Have an interest in words, their usage and meanings and an extensive vocabulary used appropriately for different purposes;
- Know, understand and be able to write in a range of fiction and poetry genre and be familiar with ways in which those genre are constructed;
- Understand the conventions of different non-fiction text types and be able to use these conventions confidently as readers and writers;
- Plan, draft, revise and edit their own writing from notes to a finished form; understand the publishing process and be able to use a variety of means including ICT to produce texts for different audiences;
- Have an extended technical vocabulary with which to discuss and evaluate their reading and writing;
- Read and write with enjoyment and discrimination;
- Through reading and writing develop their powers of imagination, critical awareness and thinking;
- Be able to research independently and make notes from a variety of sources, including the Internet;
- Know how to use the Library resourcefully and purposefully;
- Use appropriate reading strategies to extract particular information, e.g. highlighting, scanning;
- Use talk to question, hypothesise, speculate, evaluate, solve problems and develop thinking about complex issues and ideas;
- Be able to write cohesively in an increasingly sophisticated style, using varied punctuation, sentence structures, paragraphs and technical devices;
- Adapt their writing to suit audience and purpose;
- Be confident users of subject specific vocabulary and correct spellings;

Aims of the Literacy Policy

This policy aims to establish a consistent approach to the development of literacy across the curriculum and to encourage all staff to accept their responsibility for this development, whilst providing strategies to support their contribution.

The objectives of the Literacy Policy are:

1. To adopt a whole-school approach to literacy across the curriculum in keeping with the principles and practices established in the National Literacy Strategy.
2. To enable all students to reach their potential in the key literacy skills of reading, writing, speaking and listening; additional provision will be made for students who speak a different language at the Academy from the one they speak at home, as detailed in the Special Educational Needs Policy.
3. To support the development of literacy skills throughout the curriculum.
4. To raise staff awareness of key literacy strategies through working party discussions, INSET and the dissemination of good classroom practice.
5. To encourage staff to take responsibility for the development of literacy in their subject areas through the inclusion of appropriate schemes of work and lesson planning.
6. To support the development of literacy through the deployment of a range of resources in the Academy e.g. Library, ICT suites etc.
7. To identify specific roles and responsibilities within the Academy with regard to the development of literacy work.
8. To establish procedures for monitoring literacy across the curriculum.

ROLES AND RESPONSIBILITIES

All staff

It is the responsibility of the classroom teacher to incorporate activities within their lesson planning which addresses the development of literacy across the curriculum. They should:

- Ensure that they are familiar with the specific literacy demands of their subject and ensure sufficient coverage of these skills in their lesson planning;
- Highlight which areas of literacy they are addressing in every lesson plan;
- Use the agreed strategies in order to teach Writing, Speaking, Listening and Reading skills as outlined in The National Curriculum.
- Be able to identify a student's literacy strengths and weaknesses and know how to build upon these in order to promote student progress;
- Report on a student's standard of literacy at Parents' Evenings, as appropriate.
- Be familiar with the KS3 English Framework objectives for Years 7, 8 and 9.
- Mark students' work in line with the whole school marking policy and Back to Basics (see appendix 2)

Learning Leaders

It is the responsibility of the Learning Leader not only to monitor the inclusion of literacy strategies in all lesson planning, but also to monitor through lesson observations, work scrutiny and student interviews to ensure that these plans are implemented in the classroom. Learning Leaders should:

- Ensure that 'subject specific literacy' is clearly identified in schemes of work and that there is obvious progression through the key stages;

- Seek to find opportunities to liaise with the English Department and the Vice Principal with responsibility for literacy to provide continuity;
- Monitor the work of the curriculum area with regard to the inclusion of subject specific literacy strategies in lesson planning;
- Encourage models of good practice, e.g. modelling and close collaboration between colleagues in order to promote literacy developments;
- Use available assessment data to identify appropriate literacy strategies;
- Audit the use of literacy across the department at least once per academic year;
- Audit the use of Basic to Basic (see appendix 2) through work scrutinies as requested.

The Vice Principal with responsibility for literacy

The Vice Principal with responsibility for literacy should:

- Accept overall responsibility for the delivery of the school's Literacy Policy;
- Provide opportunities for staff training about literacy issues to take place on INSET days or during other times;
- Monitor Department's implementation of the Literacy Policy;
- Be a role model in employing literacy strategies in their own teaching, monitor exam and assessment outcomes to ensure that no group is disadvantaged with respect to race, ethnicity or gender;
- Support departments in the implementation of the Academy's Literacy Policy;
- Advise the Principal, SLT and LLs on literacy issues;
- Co-ordinate KS3 literacy initiatives;
- Liaise with the SENCO regarding students attaining below level 3 and about literacy initiatives;
- Help to monitor the impact of the Literacy Policy on standards of literacy;
- Report to the Governors re the impact of the policy in the classroom.

The SENCO

The Special Educational Needs Coordinator should:

- Liaise with the Vice Principal with responsibility for literacy about students attaining below Level 3 and about literacy initiatives;
- Communicate with all subject staff about those students who have literacy difficulties and give advice on what staff can do to help these students in their subject;
- Monitor students with literacy difficulties through IEPs and review meetings;
- Be familiar with the KS3 English Framework objectives for years 7, 8 and 9.

The Librarian

The Academy Librarian should:

- Provide appropriate resources to support literacy in the curriculum;
- Provide appropriate resources to support homework and other curriculum tasks;
- Support staff in teaching students how to research independently from a range of sources;
- Support the tutorial scheme with appropriate materials.

Monitoring, evaluating and reviewing this policy

The monitoring, evaluation and review of this policy is the responsibility of the Principal and Governors.

Appendix 1: STRATEGIES FOR DEVELOPING LITERACY ACROSS THE CURRICULUM

Reading

1. Across the whole curriculum teachers will provide activities for students to:
 - Read and follow written instructions;
 - Read to explore and to develop understanding;
 - Learn how to sift, select and take notes from the text;
 - Learn how to access their textbook, including format and index;
 - Learn how to select from written material, reformulate, question and challenge what they read in textbooks, encyclopedias and newspapers or from ICT sources.
2. Teachers will provide reading material of high quality, which is up to date, relevant and balanced in its presentation of ethnicity, culture and gender and appropriate for the age and ability of students.
3. Opportunities should be created for teachers to refer to students' use of reading in assessments and reports for all curriculum areas.

Writing

1. Across the curriculum teachers will provide activities for students to:
 - Use writing to plan and organise;
 - Plan, draft, discuss and reflect on their writing, using ICT, if appropriate;
 - Write for a range of purposes and audiences;
 - Make notes in a variety of formats, e.g. mind maps
2. Teachers will set writing tasks that have clear and immediate purposes, are objective driven and which are appropriate for the age and ability of the students concerned.
3. Teachers will teach students how to structure their writing using a variety of sentence structures, paragraphs and a wide range of punctuation, including higher order punctuation e.g. semi-colons, colons and brackets.
4. Where students are asked to write in a particular format, e.g. a newspaper report, teachers will ensure that students are familiar with the appropriate style and conventions.
5. Teachers will correct errors in grammar, punctuation and spelling in line with the Academy's assessment policy.
6. We will aim to:
 - Provide good models of particular kinds of writing;
 - Provide frameworks where appropriate;
 - Provide dictionaries and teach students how to use them;
 - Display Key Words in the classroom;
 - Teach subject specific vocabulary and spelling;
 - Encourage high standards of presentation.

Speaking and Listening

1. Across the whole curriculum teachers will provide activities for students to:
 - Listen and carry out instructions;
 - Explore and develop ideas with others, through their talk;
 - Ask questions as well as answer them;
 - Work collaboratively with others.

2. We will aim to:

- Provide good models of speaking and listening;
- Use academic register at all times;
- Encourage subject specific language where appropriate.

Appendix 2:

From September 2010 all staff will be using a 'Back to Basics' structure in addition to the policy, this will focus on different strategies to address particular areas for development; in the first instance the following will be the focus:

RATIONALE:

- To ensure a commonality in marking, to correct basic and subject specific language, punctuation and grammar;
- To ensure students address developmental marking.

REQUIREMENTS OF ALL STAFF IN LINE WITH CURRENT MARKING POLICY:

- Students to address comments in marked books;
- Staff to highlight up to five spelling errors – written out correctly on the page;
- Students write out correct spelling five times;
- Corrections of misuse of capital letters, e.g. I for self and capital letters for proper nouns;
- Corrections of misuse of verb, e.g. "I have wrote"
- Correction of misuse of full stop, comma and question mark.

MONITORED BY:

- Classroom teachers
- LLs
- SLT