

**Brook Green
Centre for Learning
Whole School Literacy Policy**



Definition:

The term literacy covers speaking, listening, reading and writing.

Students need to use these skills across the school in order to access the curriculum; all staff share responsibility for literacy, whatever their subject, and must address together and as a priority the issues that literacy raises.

Our regard for its importance extends from specific subject and support areas to cover the whole school environment, and also the vital communication between staff and students, and to our links with home, the local community and the world beyond. Relationships are at the heart of our ethos and these are built on effective communication.

Purpose

Literacy is a fundamental skill in learning, in one's career and in life in general, problems with literacy can be at the root of student disaffection with learning and a barrier to success. Literacy is at the very centre of our teaching.

All staff must demonstrate an understanding of and take responsibility for promoting high standards of literacy. Students should be taught in all subjects to express themselves correctly and appropriately using 'Standard English', and to read accurately and with understanding.

As a school we will work to:

- Raise and maintain raised standards of literacy throughout the school;
- Enable students to access all subjects;
- Give students the skills needed to cope in the wider world; and
- Involve all staff, students and the community in promoting literacy skills;

Our objectives are:

- To closely monitor student literacy progress. This includes creating 'Literacy Profiles' for all students when they join the school to enable all staff to have a clear view of students' abilities. It also includes 1-2-1 work and assessment including spelling and reading ages (that are tested three times a year) and sharing data and targets;
- To provide enhancement programmes as needed including Fresh Start, The Brook Green Phonics Programme, 1-2-1 and Year 7 Catch-Up;

- To establish strategies towards literacy that are consistent across the school, including training for all staff and the use of appropriate resources;
- To encourage home-school and school-community literacy links, including the use of appropriate and accessible (jargon-free) language in our communications with parents and others; and
- To develop a love of independent reading included in lessons across the curriculum and our Home-to-School Reading Club.

Arrangements for monitoring and evaluation

The effectiveness of the Literacy Policy will be monitored, evaluated and reviewed both day to day and more strategically:

1. On-going monitoring:

- Lesson observations;
- Sampling of students' work;
- Discussions between members of staff;
- Feedback from parents;
- Student progress in lessons; and
- Student progress in intervention.

2. Strategic monitoring and evaluation:

- Schemes of Work are reviewed at the end of the period of study, or annually as appropriate;
- Analysis of student summative assessment data, termly;
- Review of The School and Departmental Development Plans, annually; and
- Review of interventions.

The Role of the Head of English is to:

- Work with the Leadership team to determine and implement an effective literacy strategy across the curriculum;
- Ensure there is constructive liaison between subjects;
- Ensure there is constructive liaison between the school and home;
- Ensure constructive liaison between the school and feeder primary schools;
- Assist in the monitoring of the literacy strategy and propose amendments in the light of evaluation and curriculum changes;
- Assist in the implementation of interventions;
- Assess the progress of interventions including Catch-Up, 1-2-1 and the Reading Club;
- To liaise with the HLTA for Literacy to ensure that interventions are managed and coordinated in a timely fashion;
- Keep up to date records of achievement and grades across all English classes;

- Share specific knowledge of Literacy capability of all students to all staff;
- Provide reports for SLT re. progress of e.g. 1-2-1 interventions; and
- Provide purposeful and informative CPD for all staff.

The Role of the HLTA is to:

- To liaise with the HoD to ensure that interventions are managed and coordinated in a timely fashion;
- Co-ordinate and facilitate specific 1-2-1 interventions for: reading, writing and speaking and listening;
- Co-ordinate the spelling and reading age test three times a year;
- Keep up to date records of achievement and grades on the required systems;
- Develop the Reading Club;
- To manage precision training across the school;
- To train new members of staff for the delivery of precision training; and
- To record data for precision training.

The Role of all Staff is to:

- Act as a role model for literacy in their work;
- Develop literacy through their subject, including reading, writing, grammar, argument and comprehension, teaching awareness of areas such as structure, medium and audience, as appropriate;
- To differentiate work to make it accessible for all students including using Communicate in Print, scaffolds, cloze exercises and abridged texts;
- Instill transferable skills, such as: close reading, skimming, annotation of key words, higher order questioning, debate and discussion;
- Ensure students with literacy needs are supported. To pinpoint needs and to complete the required paperwork requesting 1-2-1 support;
- Promote students' appreciation of the links between speaking, listening, reading and writing, and the value of each, wherever possible;
- To promote the value of speaking and listening including paired and group work across the curriculum;
- To promote and encourage the use of phonics;
- (TLA) to deliver precision training for all students and to ensure that resources are up to date and that homework is provided;
- Aid literacy through displays and posters in each classroom and work area in whichever ways are appropriate;
- Teach the technical and specialist vocabulary of subjects and how to use and spell these words;
- Teach the patterns of language vital to understanding and expression in different subjects (for example, language to express causality, chronology, logic, exploration, hypothesis, comparison, and how to ask questions and develop arguments);
- Provide and promote the usage of dictionaries and thesauruses;

- Know and promote/address all students' literacy targets by using the Literacy Profiles;
- Use the whole school marking policy;
- Have consistently high expectations in terms of the presentation of work; and
- Have a knowledge and understanding of data relating to literacy.

Brook Green Centre for Learning

Literacy Across the Curriculum – Departmental Information

As stated in our literacy policy, it is important to note that literacy is embedded across our curriculum at all stages. Below is a summary of points where you can find literacy across all subjects:

Mathematics

Literacy is embedded in our schemes of work and correct language is needed in all aspects of the subjects. Subject specific words are used across the schemes of work from naming of shapes (from circles to parallelograms), to multiplication.

Literacy is embedded in all schemes for example in probability we include vocabulary linked to chance, events, impossible, certain and likely.

Many mathematics questions are written questions where good literacy skills are needed to access the question. Therefore, we embed literacy within mathematics in a variety of ways:

- We have a correct title each lesson.
- We also need to use correct language for mathematics to make sense. This includes all words such as addition, subtraction, multiplication etc.
- We also need to know the names and spelling of shapes ranging from circles to parallelograms and all in between.
- Literacy becomes very important in probability including chance, events, impossible, certain, likely etc.
- Many questions are written questions where good literacy skills are needed to be able to extract the mathematical question. i.e. A fireman needs to reach a window which is 2m high. He places the ladder at an angle of 30 degrees. His ladder is 2.5 m long. Will it reach? These questions are prevalent in exams.

Our key words are available on our website and are included in English spelling tests.

Science

Literacy is embedded within the science curriculum insofar as science cannot be accessed without the use of literacy within discussion and written work.

Although science is a practical subject and the new stages focus on practical skills, within the stages, the use of literacy is a predominating factor. The **discussing and questioning** stage assesses the student's ability to use specialist scientific terminology (including equipment that is used) in appropriate contexts. This is taught and reinforced phonetically, involving spellings as well.

All other stages, **planning, predicting, observing, measuring & recording, analysing and evaluating**, though employing commands such as a student 'saying' one thing or another, are best assessed by the written word. In fact, the rationale behind the stage descriptors is to allow students the opportunity to learn what is required for written aspects of practical investigations. These start at year 7 and are assessed internally throughout KS3. Tests given within KS3 involve written components that have, sometimes one-word answers, but also need sentence structure and spelling, punctuation and grammar in order to prepare them for KS4.

Students in KS4 either do Entry Level (Single or Double Award) or GCSE Biology. The coursework for Entry Level is assessed through written practical investigations (including a plan, results, analysis and evaluation). These involve logical sentence structure in each component and these are, obviously, taught from Year 7 onward so that it is embedded by the time students are asked to provide coursework in KS4 (most start the KS4 coursework in year 9, some in year 8). Entry Level Tests internally and externally assess coherent answers given in complete sentences as well as one-word answers. Again opportunities are taken as early as year 7 in preparation for this. Reading for information and comprehension is also a major part in KS3 and KS4.

GCSE Biology involves many research opportunities, lots of reading for comprehension, and much extended writing given within class by way of textbooks and for extended learning (homework) as well. The tests involve reading and writing extended essays, particularly the six mark questions that are also assessed for structure and spelling, punctuation and grammar. Once again, these are skills that are gradually developed within lesson assignments from year 7. Plans and conclusions are written by students and the use of scientific words and logical construction of sentences are assessed frequently.

Our key words are available on our website and are included in English spelling tests.

ICT

Literacy skills are essential to complete work in ICT such as slide shows, documents and spreadsheet. Throughout ICT we use subject specific words and incorporate word classification such as nouns (animal types) for database work. We check the use of capital letters and full stops as well as teaching students how to use spell check. We do not rely on spell checker as we show students how it does now work with e.g. 'eye am a spelling chequer.'

Our key words are available on our website and are included in English spelling tests.

PE

Speaking and listening and the understanding of vocabulary is essential to PE. We use cross curricular vocabulary such as 'muscles, cardiovascular, angles and levers'. Using the correct vocabulary within PE is essential in order for students to analyse that activity they have done and we also help to develop confidence speaking in front of peers.

Our key words are available the website and are included in English spelling tests.

Design Technology

In Design Technology, we support our students' literacy skills throughout the curriculum. We use word mats to help with the understanding and meaning of complex technical words. Support sheets are available for all students to use and are also used to help them understand the processes such as idea, design and application.

Our key words are available on our website and are included in English spelling tests.

Food Technology

In Food Technology we support our students' literacy skills in many ways. We use Communicate in Print to support students with different abilities with e.g. recipes and methods. We differentiate all of our written work to support the needs of each student. Key words are essential for students and we have key words that support their literacy skills.

Our key words are available on our website and are included in English spelling tests.

Art

All units of work include responding to an artist. This involves practical work, verbal discussion and a written response. They will have a writing support sheet to prompt a response to the artist's' work. In KS4 these skills are built upon and more detailed writing is expected. The support sheets are designed to encourage more in depth

writing; extend the more able students but less able students can respond to the areas they find relevant. In addition to this they will evaluate their work. Prompt sheets are also used for this. They are persuaded to use an art vocabulary and substantiate their opinions; they need to explain why they like or dislike something. GCSE students are asked to word process their writing so that they can review and improve it.

Our key words are available on our website and are included in English spelling tests.

RE

In RE we support the development of students' literacy skills in a variety of ways including:

- Presentations
- Filling the gaps in a story sheets
- Expressing opinions
- Writing support sheets
- Explaining an artwork in writing
- Mind maps
- Responding to questions

Our key words are available on our website and are included in English spelling tests.

Languages

Modern Foreign Languages is closely linked to literacy skills throughout the schemes of learning. Students work on familiar topics in French regarding: all aspects of basic grammar including sentence structure, word classification such as nouns and adverbs, tenses, phonics, spelling, punctuation, etymology, reading for meaning and responding and paragraphing.

Our key words are available on our website and are included in English spelling tests.

Humanities

Humanities supports students' literacy skills in many ways including the following examples:

- Using six keys questions – who, when, where, what happened, why and how?
- Ask lots of open questions and think aloud. How is glacial melting affecting penguins in the Arctic Circle?
- Why were soldiers so friendly towards their enemies across the Western Front during Christmas 1914?
- If the answer is London, what the question? Name the capital city of England?

We use subject-specific language, key words, dates, titles, names and places. We also include small group activities which involve students using their speaking and listening skills to solve problems, analyse texts or events and debate controversial issues.

Our key words are available on our website and are included in English spelling tests.

Music

Literacy is supported in music with storyboards and sequencing a storyline, reading and discussing lyrics, writing lyrics and scripts as well as identifying words that express the concept of celebration.

Our key words are available on our website and are included in English spelling tests.

Drama

Drama is also closely linked to literacy and is embedded throughout KS3 and KS4 including: debating in groups, use of narrative, character and punctuation to express meaning and listening to others. When performing drama texts we include challenging texts, reading for meaning, using the voice to convey e.g. situation and character as well as being able to develop writing skills to give constructive feedback as well as writing a self-evaluation.

Our key words are available on our website and are included in English spelling tests.

Citizenship and PSHE

Literacy is supported through all work within Citizenship and PSHE. Literacy contributes to the teaching of personal, social and health education and citizenship. We encourage our students to take part in class and group discussions on topical issues. Students also research and debate topical problems and events.

Our key words are available on our website and are included in English spelling tests.

Literacy Marking Policy

Unless you are marking a piece of work for English, do not mark out/correct more than three items unless you need to. (English teachers have an extended version of this document).

C

You have used a capital letter incorrectly.

P

You need to use some punctuation like a full stop.

Sp

You have made a spelling error. Your teacher will spell it correctly for you and you can use this to try to spell it correctly next time.

MW

You have missed one or more words from your work. Read the words that you or your teacher have added to your work and remember to add this word in your next piece of work if you need to.