



# Literacy Across the Curriculum Policy

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**John 1,1 "In the beginning was the Word, and the Word was with God, and the Word was God."**



*“Literacy ... is a tool for daily life in modern society... Literacy is ... the road to human progress and the means through which every man, woman and child can realise his or her full potential.”*

*Kofi Annan (Seventh Secretary-General of the United Nations)*

### **Rationale**

All teachers are teachers of literacy. Literacy is key to learners making good progress across the curriculum as well as a crucial skill for success in learners' future endeavours. The literacy skills referred to in this policy cover three key strands: Reading, Writing and Spoken Language. It is our belief that these three skills are incremental in the progression of skills, knowledge and understanding. Improving literacy and learning can have an impact on learners' self-esteem, motivation, behaviour and attainment. It allows them to learn independently and is empowering.

### **Aims**

- Recognise that literacy is central to learners' sense of identity.
- Develop a shared understanding, between all staff, of the role of literacy in learners' learning and how work in different subjects can contribute to and benefit from the development of their ability to communicate effectively.
- Support learners' learning in all subjects by supporting teachers to be clear about the ways in which their work with learners contributes to the development of learners' literacy skills.
- Increase learners' standards of achievement in literacy across the curriculum.
- Promote knowledge and understanding of the learners' standards of achievement and assessment in literacy across the curriculum, and the identification of any areas of strength and weakness.
- Raise learners' own expectations of achievement, thus raising standards and aspirations.

### **Responsibilities**

- SLT will lead and give a high profile to the school's vision for literacy.
- The Literacy Co-ordinator will support departments in the implementation of strategies and encourage departments to share good practice. They will regularly monitor learners' progress in literacy and the impact of literacy interventions and review provision accordingly.

- Teachers across the curriculum will take every opportunity to provide learners with the knowledge, skills and understanding they need to read, write, speak and listen effectively.
- Learning support staff will provide additional scaffolding for learners with identified literacy weaknesses.
- The school librarian will promote reading for pleasure in library lessons at KS3.
- Form tutors will promote DEAR and 'Word of the Week' in form time.
- Parents should encourage their children to develop their literacy skills through encouraging reading for pleasure at home.
- Learners will take increasing responsibility for recognising their own literacy needs and making improvement

All staff should facilitate literacy for learners through the following:

- All lessons should be planned with literacy provision considered.
- Use a consistent approach to teaching reading, writing, speaking and listening skills.
- Teach learners how to plan a piece of extended writing.
- Read texts through an 'active' approach.
- All lessons should have key words outlined and these words should aim to close the vocab-gap and contribute to making learners 'word rich'.
- Actively encourage learners to take responsibility for their own literacy, encouraging learners to access dictionaries
- Staff should be secure in their understanding of literacy, including grammar rules and key spellings for individual subjects.
- Ensure that dictionaries are accessible in all classrooms.
- Provide regular feedback to learners, using the marking for literacy codes, thereby promoting understanding and securing future learning. It should be immediate, formative and specific to the learner, and suggest ways to improve, and encourage reflection and evaluation.

All learners will work towards the following:

- Understand, use and be able to read and write a range of texts across the curriculum.
- Plan, draft, revise and edit their own writing in a range of styles and subjects.

- Have a suitable technical vocabulary through which to understand and discuss their reading and writing.
- Read for interest and pleasure, and be able to evaluate and justify preferences.
- Through reading, writing, speaking and listening, develop powers of imagination, analysis and critical awareness.
- ☒Read and write with confidence, fluency and understanding.
- Understand and use strategies to learn and remember spelling patterns.
- Have fluent legible handwriting, taking pride in the presentation of written work. Have an interest in words and language, and an ever-growing vocabulary.

## **Marking for Literacy**

All staff will:

- Ensure marking for literacy is embedded into wider marking policy of St John Fisher Catholic College literacy when assessing learners' work.
- Display the marking key/poster in their classroom.
- Underline mistakes and place appropriate symbols in the margin. If no margin available, symbols can be placed next to the error. It is not policy to indicate every single mistake in learners' work especially when marking work of learners who have low levels of literacy in all areas of spelling, punctuation and grammar. Specific areas may be targeted in different assessments. Ensure that the learner knows which particular literacy focus will be assessed beforehand e.g. The particular focus for this piece of writing will be the correct spelling of all key words and the correct use of paragraphs.
- Take opportunities to praise, either verbally or through marking, the effective and accurate use of literacy skills.
- Utilise the self/peer marking of literacy with learners marking their own or a partner's work with green pen. Use literacy marking key 'bookmarks' to aid assessment.
- All Year 7 to Year 9 Form Tutors will ensure the opportunity for learners to read Accelerated Reader books during DEAR sessions, while monitoring student organisation and effort.

- All Year 7 to Year 9 English Teachers will deliver fortnightly Accelerated Reader library lessons which provide opportunity for learners to access reading age/quiz/select/read appropriate books.

### **Marking for Literacy Codes:**

- **sp** – spelling error
- **ww** – wrong word
- **p** – punctuation error
- **?** – it doesn't make sense
- **gr** – grammar
- **//** – new paragraph needed
- **t** – tense error
- **cap** – capital error
- **expr** – expression error

### **Reading Focus**

Staff act from the belief that reading cannot be an acceptable barrier to learning and show students strategies to help them to read with greater understanding.

The **six** reading strategies are:

**Reading Aloud** – this starts with teacher modelling of effective reading such as good use of intonation, volume and expression. This could include echo reading (modelling fluent reading of a short segment and asking the pupil to repeat the segment)

**Activating Prior Knowledge** – learners think about what they already know from reading or other experiences, enabling them to infer and deduce meanings and recognise the writer's intentions

**Prediction** – learners predict what might happen next as a text is read which closely monitors comprehension skills

**Student Questioning** – encouraging the generation of questions about a text to check comprehension

**Addressing Misconceptions** – seeking to clarify meaning – these may be individual words or phrases

**Summarising** – give opportunities to practise sifting, selecting information and taking notes from texts causing learners to focus on key content and encourages them to synthesise and adapt what they learn from their reading

Staff will

- Review and monitor the reading demands placed upon students in each subject area, ensuring that reading for understanding is explicitly taught.
- Ensure that a variety of reading texts are available to help develop the reading skills of all students, especially texts that offer challenge and encourage inferential reading skills.
- Provide opportunities to research and investigate from printed words, moving images and ICT texts.
- Ensure that students understand the purpose of texts – whether the text being used is informative; or explanatory; or instructional; or discursive, or persuasive; or descriptive and consequently which reading skills are appropriate to use with the written materials provided.
- Encourage wider reading and independent reading in a variety of forms including newspapers, books and magazines.

## **Appendices:**

### **1. Support for spelling:**

- Break it into sounds (d-i-a-r-y)
- Break it into syllables (re-mem-ber)
- Break it into affixes (dis + satisfy)
- Use a mnemonic (necessary – one collar, two sleeves)
- Refer to word in the same family (muscle – muscular)
- Say it as it sounds (Wed-nes-day)
- Words within words (Parliament – I AM parliament)
- Refer to etymology (bi + cycle = two + wheels)
- Use analogy (bright, light, night, etc)
- Use a key word (horrible/drinkable for -able & -ible)
- Apply spelling rules (writing, written)
- Learn by sight (look-cover-write-check)
- Visual memory (look-cover-write-check)

## **2. Support for vocabulary:**

- literacy mats
- key words displays
- thesaurus use
- promotion of 'word of the week'
- modelling
- scaffolding

## **3. Support for writing:**

- Peer composition – learners work on extended writing together
- Planning
- Writing frames – produce for subjects
- Key words on display
- Writing checklists
- Time for literacy corrections
- Exemplar pieces
- Writing mats
- Rereading and editing written work.

## **4. Support for reading:**

- Prediction – prior knowledge, subject knowledge, previous text-clues help learners to predict next bit of text
- Segmenting etc – take a text with no sections and learners chop into sections, offer sub-headings / boundaries
- Text marking – labelling / colour-coding / annotating
- Transformation – re-representing information through the medium of a certain type of written text (newspaper / advice leaflet / instructions for the elderly / poster / storyboard)
- Card sorts – grouping / prioritising / washing line / sequencing or valuations of ideas or points : mix and match – teachers generate cards, learners select / discard / generate their own
- Storyboarding
- Jigsaw – knowledge is split within class – learners move round room to gather elements of knowledge, return to groups as teachers

- Also encourage wider reading by discussing and displaying what you are currently reading: be a reading role model!
- Learners need to be taught how to scan, skim etc

### **5.Support for Speaking and Listening:**

- Lead by example in use of Standard English in the classroom environment
- Provide opportunities for talk in a range of contexts and forms: whole class discussion, small group discussion, paired discussion and individual contribution, presentations, role play etc.
- Use high order questioning to promote talk
- Allow thinking time
- Vary groupings – word rich with word poor

