

Literacy Policy

RATIONALE

At St. Cecilia's, we accept the fundamental principle that literacy is the key to improving learning and raising standards; it enables pupils to gain access to the subjects studied in schools, to read for information and pleasure and to communicate effectively. Poor levels of literacy impact negatively on what pupils can do and how they see themselves. The teaching of literacy is not the responsibility of the English Department alone; at St. Cecilia's, all teachers share responsibility for the teaching of literacy across the curriculum. Crucially, we believe that literate pupils 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 PUPILS 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 confident users of subject specific vocabulary and correct spellings;
- be able to use correct grammatical structures including correct use of nouns, pronouns, verbs, adjectives, etc;
- have an interest in words, their usage and meanings and an extensive vocabulary used appropriately for different purposes;
- 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 I.C.T. to produce texts for different audiences;
- read and write with enjoyment and discrimination;
- 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.

AIMS

- Support the development of literacy skills throughout the curriculum.
- Raise staff awareness of key literacy strategies through working party discussions, INSET and the dissemination of good classroom practice.
- 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.
- Support the development of literacy through the deployment of a range of resources in the school e.g. Library, personal devices, I.C.T. suites, etc.
- Identify specific roles and responsibilities within the school with regard to the development of literacy work.
- Establish procedures for monitoring literacy across the curriculum.

STRATEGIES

Across the whole curriculum, staff champion literacy for pupils and ensure sufficient coverage of these skills in their lesson planning.

Reading

- Read to explore and develop understanding.
- Read and follow written instructions.
- 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, encyclopaedias, and newspapers or from I.C.T. sources.
- 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 age and ability of the pupils.
- Opportunities should be created for teachers to refer to pupils' use of reading in assessments and reports for all curriculum areas.

Writing

- Use writing to plan, organise, draft, discuss and reflect on their writing, using I.C.T.
- Where appropriate, write for a range of purposes and audiences and make notes in a variety of formats, e.g. brain storming.
- 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 pupils concerned.
- Teachers will teach pupils 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.
- Where pupils are asked to write in a particular genre, e.g. a newspaper report, teachers will ensure that pupils are familiar with the appropriate style and conventions.

Speaking And Listening

- Explore and develop ideas with pupils, through their talk.
- Ask pupils questions as well as answer them.

- Encourage pupils to work collaboratively with others to strengthen Personal capabilities in line with current School Development Plan
- Provide opportunities for structured and assessed oral communication eg: curricular/extra-curricula eg: class projects, assembly, cultural exchanges, ambassadors, Liturgical events, school function, external attendance at debates.

ROLES AND RESPONSIBILITIES

All staff

- 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;
- should use the agreed strategies in order to teach Writing, Speaking, Listening and Reading skills;
- should be able to identify a pupil's literacy strengths and weaknesses and know how to build upon these in order to promote pupil progress.
- should develop resources and avail of those in shared areas such as virtual learning environment to raise pupil attainment

The Heads of Department should

- ensure that 'subject specific literacy' is clearly identified in schemes of work;
- monitor the work of the department 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;
- support the department in the implementation of the school's Literacy Policy;
- advise the Leadership Team on literacy issues;
- liaise with the SENCO about pupils attaining below agreed standards in your department;
- monitor and review literacy strategies within the department.

Departmental Literacy Policies should include the following guidelines

- Correct, in line with departmental policy, errors in grammar, punctuation and spelling;
- Provide good models of particular kinds of writing;
- Assess at least once each year with a piece of extended writing, where appropriate;
- Provide access to dictionaries and encourage pupils to use them;
- Display Key Words in the classroom;
- Teach subject specific vocabulary and spelling;
- Encourage high standards of presentation both in pupils work and in displays.

The Leadership Team 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 such as Twilight sessions;
- monitor and evaluate departments' implementation of the Literacy Policy by book scoops, classroom observation, schemes of work, planners and wall displays;
- monitor exam and assessment outcomes.

The SENCO should

- communicate with all subject staff about those pupils who have literacy difficulties and give advice on what staff can do to help these pupils in their subject;
- monitor pupils with literacy difficulties through I.E.P.s and review meetings.

Form Teacher/Year Head should

- place importance on literacy and ensure it has a profile within your form class/ year group;
- find opportunities to praise pupils' achievements and show an interest in their literacy through events such as 'Fright Club'

Support Staff should

- place importance on literacy throughout the school;
- liaise with staff to ensure high standards of literacy in all school publications and correspondence.

Parents/ Governors

The school will explain how parents can support with literacy e.g. reading with children and communication systems for this; homework; other literacy opportunities – e.g. Little Miss C Learner, Boost with Books programme.

The development of literacy is the responsibility of the whole school in partnership with parents and the Board of Governors.

This policy was last reviewed by the Literacy Co-Ordinator: January 2018

Due to be Reviewed: January 2020