

## LITERACY POLICY

### PREAMBLE

Language is pivotal to learning. A fundamental link between language and learning is beyond question, as the ability to speak, listen, read and write effectively and with confidence is crucial to raising achievement across the curriculum.

The centrality of literacy in the development of all pupils as they progress through school must be recognised by all staff. This policy should encourage the improvement of literacy and literacy skills as a whole-school, collective responsibility.

Literate students will embrace and enjoy their schooling at Porthcawl Comprehensive School. Academic and personal development, higher standards of attainment, improved motivation and better behaviour are inevitable benefits from actively addressing the issues of literacy. Integrating strategies to strengthen the key skills involved will empower all students and help to create an effective, successful school.

Literacy skills are essential to every pupil's future, and this document will offer a policy fit to enable all staff to contribute to the enhanced learning experience of all pupils of Porthcawl Comprehensive School.

The overview of literacy defined for the purpose of this policy and more significantly, for the implementation by staff, is as follows:

- *Listen with understanding and speak clearly and audibly, adapting speech to a wider range of circumstances and purposes*
- *Read accurately, expressively and with understanding*
- *Write coherently, fluently and accurately*

Every department in the school has received training and resources via ESIS, covering Reading, Writing and Oracy. It is expected that staff will utilise the material and incorporate it into respective departmental literacy policies augmenting this general text.

As HMI repeatedly stress:

“Language is considered as the prime means by which pupils develop their knowledge and understanding **in all subject areas** and thus is an essential and integral element of effective Teaching and Learning.”

## POLICY

- Literacy is central to improved learning
- It is the responsibility of all staff to address literacy and to act as role models in the use of language.
- Staff will adapt and adhere to the broad guidelines outlined in the process and procedures that follow.
- To promote the value of language in learning, staff should act as role models. Writing should be purposeful, scaffolded and not given as punishment. Reading should be sympathetically handled and material offered that is age and ability appropriate. Classes should be conducive environments for speaking and listening activities, with opportunities for group work, role-play and debate to explore issues and strengthen learning.
- Staff will use the materials provided by the 3 year rolling programme of training given by ESIS covering Writing, Reading and Oracy.
- Departments must embed opportunities for appropriate speaking and listening, reading and writing tasks in their schemes of work.
- Schemes of work should reflect strategies to improve literacy. Planning should incorporate specific ideas and practice focusing on skills of literacy.
- Assessment should be informed by particular skills and there should be an acknowledgement of measuring skills of literacy.
- Staff must actively intervene and support pupils who display weakness in any or all of the key areas of literacy.
- The common marking guidelines shall be consistently and sympathetically used.
- Staff must actively intervene and support pupils who display gift and talents in any or all of the key aspects of literacy

## PROCESS

As with most policies, there is a hierarchy of responsibilities involved in the implementation of an effective literacy policy:

### SMT

- Actively support and promote the drive for improved standards of literacy for all
- Help co-ordinate and sustain the policy
- Meet resource and training requirements
- Support the monitoring and evaluation of the policy on a whole school and departmental level
- Recognise and adopt the policy in SDP

### DEPARTMENTS

- Incorporate the training and resources provided, adapting and refining to suit departmental need and character
- Develop and publish departmental policy
- Sustain the focus on improving standards of literacy
- Engage with the strategies, prioritising needs and organising meaningful steps to improve via schemes of work and DDP
- Use PPMS and AM system where possible to reflect literacy need and support.

### STAFF

- Recognise the importance of language in learning
- Use the departmental policy
- Use the strategies outlined in the ESIS training and subsequent training
- Share good practice
- Embrace the culture where language is valued and support is given to raise literacy for all
- Analyse and synthesise assessment data to support improvement

### LITERACY CO-ORDINATOR

- Write and promote policy and any further updates
- Share any information and ideas that might impact upon the delivery of literacy across the curriculum
- Support colleagues individually or departmentally
- Identify suitable training needs and resources
- Audit and advise on provision and implementation

Some aspects of the implementation of the policy will be generic but mostly the process and implementation can be split into the 3 core strands – Writing, Reading and Oracy.

### WRITING

- Each subject area should use the ESIS materials and have usage reflected in Schemes of Work
- Pupils will be given the opportunity to:

*Write in a variety of forms*

*Write for a range of audience*

*Plan and draft*

- Departments will aim to:

*Use writing frames*

*Aim to complete one extended piece of writing per year, which is at least 4 paragraphs long and not copied*

*Model tasks and focus on function, content and form*

*Provide appropriate activities for pupils of all abilities*

*Encourage neatness and presentational aspects of writing*

*Display evidence of writing*

*Promote and systematically address subject specific language and key words*

*Use the common marking scheme*

### READING

- Each subject will use the ESIS materials where and whenever appropriate
- Pupils will be given the opportunity to:

*Read a range of texts*

*Use the library and the Internet to research*

*Utilise note-making techniques*

*Develop higher order reading strategies*

*Become confident independent readers*

- Departments will aim to:

*Facilitate reading development within their subject area*  
*Check reading material is age and ability appropriate*  
*Help pupils to skim, scan and read closely when necessary*  
*Set at least one research task per year, taking care over blind downloading, plagiarism and equal opportunities*  
*Support pupils who struggle with reading*  
*Encourage confidence and respect amongst classes*  
*Ensure materials are up to date and attractively presented*  
*Use DARTs activities*  
*Draw attention to structure, layout, typography etc when studying texts*  
*Teach research skills and selection*

### *ORACY (Speaking and Listening)*

- Each subject will use ESIS materials to support and promote speaking and listening
- Pupils will be given the opportunity to:  
*Use talk for a range of purpose and audience*  
*Plan and evaluate their speaking and listening*  
*Explore ideas through speech*  
*Solve problems collaboratively*
- Departments will aim to:  
*Provide controlled environments to enable speaking and listening activities to flourish*  
*Appreciate talk as a valuable area of learning*  
*Explicitly teach the skills of speaking and listening*  
*Use subject specific vocabulary in lessons*  
*Foster self-esteem and pride in spoken language*  
*Recognise the need for Standard English in certain contexts*  
*Scaffold and evaluate tasks*

## PROCEDURES

- All subjects will tailor materials disseminated from ESIS training and embed them in schemes of work and classroom practice
- Subject leaders and department heads should identify opportunities to develop literacy in their schemes of work and signpost them accordingly
- Data from feeder schools and test results will be made available and pupils in specific need identified and supported.
- Pupils will have their skills assessed and support offered when needs are identified
- Literacy co-ordinator will check and support departmental implementation of policy and practices
- Banks of key words should be compiled and published, with high prominence in rooms
- Training opportunities should be addressed
- Development planning should incorporate literacy
- Assessment should be amended to reflect the skills needed to improve literacy
- Departments should work with literacy coordinator to help ensure continuity and consistency and help sustain the momentum of the policy
- Marking policy should be promoted and used at all times
- Planning should reflect the needs of all pupils and respond to any literacy needs identified in prior performance
- Sharing of good practice and cascading of training should disseminate and spread across the curriculum
- Explicit, meaningful SMART targets should be set
- Modelled tasks and support frameworks should be integral