



**Carshalton High School for Girls**

***Literacy Policy***

## Scope

This policy applies to all teaching, learning and support staff working in school.

## Statement of Intent

Teachers' standards now place a renewed emphasis on the development of reading, writing and communication skills in all subjects and Ofsted have a clear view that improving literacy is the shared responsibility of all teachers.

At CHSG, staff are committed to developing the literacy skills of all our students to allow them to thrive and compete at the highest levels in their chosen pathways in the future. We have developed the 5-a-day literacy strategy, which extends to all aspects of school life, in order to create a sense of cohesion in the learning experience of our students. It is designed to raise the profile of literacy and to promote the explicit teaching of reading, writing and communication skills whilst allowing subjects to retain their unique and distinctive character.

CHSG values reading as a powerful tool to develop the literacy levels of students and has implemented a sophisticated programme called Accelerated Reader to enhance the reading ages of students and motivate them to read more often and a wider variety of books. Teachers are able to effectively monitor the progress made by students and adjust English lessons accordingly to ensure all are being engaged and constantly challenged.

### 1. Purpose

- To ensure every opportunity is taken to develop the language skills of all students to ensure they are fully prepared for academic success at all stages of their education and the broader world of work
- To ensure a cohesive cross-curricular approach

#### 1.1 The role of Governors:

- To overview the monitoring and evaluation of literacy in their departments as appropriate via the link SLT member
- To attend training as necessary

#### 1.2 The role of the SLT member responsible for literacy across the curriculum:

- Effectively plan and manage a cohesive strategy for the teaching and development of reading, writing and communication skills
- Monitor the implementation of the policy in line with Monitoring and Evaluation schedules
- To identify areas of weakness and facilitate targeted intervention
- Lead and motivate the school's staff

#### 1.3 The role of the Literacy Co-ordinator and Lead Practitioners

- To assist with the strategic planning of literacy across the school
- To provide intervention for individual staff or departments as required
- To Implement and monitor Accelerated Reader for KS3 students

#### 1.4 The role of the Curriculum Leader/Year Leader:

- To ensure that literacy is reflected in departmental policies concerned with learning and teaching
- To develop existing practice within their team
- Implement best practice techniques for literacy

- To monitor and evaluate the effectiveness of the policy
- Provide opportunities for students to read widely and often
- To ensure the 5-a-day literacy strategy is being actively displayed and used in every classroom (See Appendix A)
- To use whole school strategies for teaching the spelling and effective usage of keywords across disciplines

#### 1.5 The role of the Teacher:

- To implement the policy within their own planning and practice
- To provide a range of opportunities for students
- To actively promote the 5-a-day literacy policy
- To promote and share their love of reading

#### 1.6 The role of the Student:

- To act upon advice and feedback related to literacy
- To commit to reading widely and regularly

## 2. Whole school practices

2.1 The 5-a-day literacy strategy provides a cohesive framework which draws together the diverse range of activities across the school that develop students' language skills. The five core areas are Reading, Writing, Speaking, Listening and Vocabulary. Literacy logos depicting the core areas are embedded into PowerPoints, worksheets and displayed in all classrooms. Teachers make regular reference to them.

2.2 Literacy skills, as they relate to each subject, will be taught explicitly and rigorously as an integral part of all curriculum areas.

2.3 Whole school techniques employed for ensuring the correct spelling and usage of keywords across all disciplines.

## 3. Reading

3.1 We aim to give students a level of literacy that will enable them to cope with the increasing demands of reading in all subjects in terms of specific skills, knowledge and understanding and also ways of responding to texts. This applies to the reading of a variety of texts including fiction and non-fiction (including the use of ICT). We will teach students strategies to help them to:

- read with greater understanding;
- locate and use information;
- follow a process or argument;
- summarise, synthesise, challenge and adapt what they learn from their reading.

3.2 Independent reading will be promoted through:

- Reading schemes and competitions (Accelerated Reader in Year 7 and 8, Readathon, weekly book club)
- Paired reading with sixth formers
- Reading in tutor time and designated private reading lessons
- A requirement to carry a reading book at all times in Years 7 and 8
- Reading Challenge set up yearly and promoted with staff and students
- All teachers displaying a 'Currently Reading' poster on their doors

## **4. Writing**

4.1 We aim to give students a level of literacy that will enable them to cope with the demands of writing in all subjects. We will teach them specific writing skills, develop their ability to write in different styles and also teach them to recognise the importance of audience. It is important that we provide for co-ordination across subjects to recognise and reinforce students' language skills through a range of activities including:

- making connections between students' reading and writing, so that students have clear models for their writing
- using the modelling process to make explicit to students how to write, without excessive scaffolding
- being clear about audience and purpose
- providing opportunities for a range of writing, including sustained writing
- using and referring to evidence to support and reinforce thinking
- enabling students to respond critically to texts through effective and clear writing approaches
- Using a broad range of sentence structures and providing sentence starters
- Supporting writing with the use of essay writing mats
- Enabling students to write creatively through the Creative Writing Club, competitions and the BBC School Report.

## **5. Speaking**

5.1 We will teach students to use language precisely and coherently. We will develop strategies to teach students how to:

- participate orally in groups and in whole class activities, both formally and informally
- use talk to develop and clarify ideas
- give an effective presentation to an audience
- use standard English with confidence
- Develop debating skills through lesson discussions and opportunities such as the debating club and the Speak Out Challenge

## **6. Listening**

6.1 We will teach students to become sensitive and critical listeners. We will develop strategies to teach students how to:

- identify the main points to arise from a discussion
- listen for a specific purpose
- present and evaluate what they have heard

## **7. Vocabulary**

7.1 We aim to broaden students' vocabulary and their ability to use words with ambition and precision. We will develop strategies to:

- Teach and reinforce subject specific vocabulary
- Extend general vocabulary in tutor time, to include word of the week and synonym games
- Ensure students are spelling the 100 most commonly misspelled words correctly through explicit teaching of spelling strategies and regular tests

## **8. Assessment and Feedback**

8.1 We will ensure literacy skills are valued and developed in our assessment methods through:

- Including literacy objectives in assessment criteria
- Giving precise feedback on literacy skills in written and oral feedback
- Providing opportunities for students to correct literacy errors as part of the three phase feedback model

## **9. Sharing of Best Practice**

9.1 We will ensure best practice is shared across the school by:

- Regular CPD
- Targeted intervention and support for staff
- Practical Activities for Improving Literacy booklet
- Sample resources made available to all through the school computer network

