

Literacy Policy & Procedures



Lealands
High School

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Lealands High School

February 2021

1. INTRODUCTION

Lealands High School policies are designed to support the school ethos, aims and vision. Lealands is a positive learning community which is fully inclusive to ensure equality of opportunity for all.

Our aims are outlined in our Home School Agreement.

Our aims:

- | Excellence in everything we do | Everyone has responsibility | Respect for all |
|--|--|--|
| <ul style="list-style-type: none">• Everyone achieves success and makes excellent progress | <ul style="list-style-type: none">• To prepare young people for life and a positive future | <ul style="list-style-type: none">• Everyone is valued for their contribution |
| <ul style="list-style-type: none">• We all continually improve what we do and work hard | <ul style="list-style-type: none">• To ensure that school is a safe place | <ul style="list-style-type: none">• All are cared for and supported so that needs are met |
| <ul style="list-style-type: none">• We care about being the best we can be and getting the best out of those around us | <ul style="list-style-type: none">• To help and support others to grow and succeed | <ul style="list-style-type: none">• We recognise and celebrate the talents, gifts and uniqueness of every individual |

In order to achieve these aims students, parents and the school need to work in partnership.

Our vision is to be:

*Everyone **achieves excellence**, demonstrates **respect** for all and takes **responsibility** for their own actions, while helping others to be successful.*

We strive to achieve this vision in all that we do and staff, students, parents, governors, other school stakeholders and partners are all an important part of making this happen.

2. RATIONALE

- 2.1 Literacy is the ability to recognise, understand, use and manipulate the conventions of language at a level necessary to function and progress at school and in society in general.
- 2.2 At Lealands High School we believe that literacy is a whole school responsibility.
- 2.3 We believe that the good use of language is an essential skill for all to develop and that access to teaching which promotes such development is the basic right of every child. Language development should be the collective responsibility of all staff. Only then can we ensure students enjoy language and communication in all their forms, and can use language to think, explore, organise and communicate.
- 2.4 The various languages spoken at this school should be given full recognition and respect by all students and staff in order to promote general cultural awareness as well as cognitive learning.

3. BROAD GOALS

- 3.1 To develop our students' language competences as fully as possible as part of a continuous, progressive process, bearing in mind the diversity of language experiences, capabilities and skills they present.
- 3.2 To develop areas of speaking and listening and reading and writing.
- 3.3 In addition to the formal teaching of reading, writing, grammar and spelling, language skills should be taught within a variety of curriculum contexts by meaningful, relevant activities undertaken in all subject areas.

- 3.4 To continuously challenge students to use subject specific vocabulary.
- 3.5 To ensure that every teacher/department is involved in developing schemes of work to reflect our dedication to improve literacy across the school.

4. PUPIL IMPACT & OTHER OUTCOMES

- 4.1 To improve literacy levels amongst all students in school in order to have a direct impact on results.
- 4.2 To ensure that students leave school with a good chance of progressing onto further and higher education.

5. APPLICATION

The staff in all curriculum areas will aim to:

- 5.1 provide material at appropriate levels of interest and difficulty;
- 5.2 use our assessments of students' literacy skills to help us plan appropriate work;
- 5.3 provide some activities which are structured to make speaking and listening an essential part of them;
- 5.4 provide opportunities for inexperienced speakers of English to interact with competent English speakers;
- 5.5 provide displays of reading material relevant to the topic or national curriculum subject and of relevant vocabulary;
- 5.6 provide reading material of high quality which is up-to-date, relevant, and balanced in its presentation of ethnicity, culture and gender, and some text in the first language of students acquiring English as an additional language;
- 5.7 give priority to content, ideas, organisation and meaning when responding to students' writing, but with regard to the school's marking policy;
- 5.8 To set all students an extended piece of writing in all areas across the curriculum at least once per half term;
- 5.9 treat students' writing with respect and interest;
- 5.10 Provide activities to teach tier 2 and tier 3 vocabulary.

6. MONITORING, EVALUATION & REVIEW

This policy will be reviewed annually by the Governing Body.

- 6.1 **The Assistant Headteacher** (Literacy) has overall responsibility for the successful implementation of this policy. The school will:
 - 6.1.1 review the Literacy Policy at the appropriate times;
 - 6.1.2 ensure all staff are aware of the literacy needs of the students in their group;
 - 6.1.3 endeavour to ensure all staff provide resources at the appropriate level for their students;
 - 6.1.4 have a named member of staff as the overall co-ordinator.
- 6.2 Subject team leaders are responsible for monitoring the implementation of the policy within their departments and ensuring that it is followed by all staff.



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Approaches for Talking

Lessons should help students to:

- value and respect what other people say. Value speaking and listening as essential means of learning;
- challenge students to articulate themselves in detail and through using (subject) specific vocabulary;
- learn to select from, re-formulate, question and challenge what they hear;
- use varying degrees of formality appropriate to their purpose and audience;
- appreciate differences between standard English and non-standard forms and to choose appropriate forms and registers for their purpose;
- develop self-esteem by encouraging pride in their home language and dialect.

Approaches for Reading

In our teaching we will aim to:

- tell students the purpose of any reading they do;
- talk with students about their subject reading;
- teach students how to be active readers. Challenge students to select from, re-formulate, question and challenge what they read in textbooks, encyclopedias and newspapers or on computers;
- draw students' attention to the structure of texts, referring to contents pages, indexes, chapter headings, etc.;
- help students adapt their style of reading to their purpose, e.g. choosing to scan, skim or read closely;
- provide students with opportunities to use information from their reading rather than just answer questions about it;
- provide opportunities for inexperienced readers to read in pairs or small groups;
- teach new vocabulary by relating it to known vocabulary. Help students to understand through the use of dictionaries and context.

Approaches for Writing

In our lessons we will aim to:

- make connections between students' reading and writing so that students have clear models for their writing;
- provide a model for the process in our own writing;
- set writing tasks which have clear and immediate purposes;
- draw attention to the purpose and intended readers of each piece of writing;
- teach students to structure their writing using sentences, paragraphs and headings as appropriate;
- teach students how to present evidence, express opinions, and set out argument;
- display students' writing attractively and encourage them to take a pride in their work;
- appreciate differences between Standard English and non-standard forms of the language;
- help students to choose appropriate forms and registers for their purpose;
- expect high standards of presentation in finished work;
- provide dictionaries, glossaries and lists of appropriate subject vocabulary and encourage students to use them;
- help students to use a range of strategies to learn spellings;
- explicitly teach tier 2 and 3 vocabulary and encourage students to use this in writing.

APPENDIX A – EXPLANATION OF TIER 1,2 AND 3 VOCABULARY

