



Policy Title:	Literacy across the Curriculum
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Member of Staff Responsible:	Subject Leader English
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Cycle of Review:	Annually
Date for next review:	31 st January 2024

Change Record

Version	Date	Description
1.1	9 Mar 17 (FGB F&P)	<ul style="list-style-type: none">• Added to Reading Section: Use assembly themes to provide reading extracts for tutor periods.• Added to Writing Section: Introduce writing challenges and competitions throughout the school year to motivate students.• Added to Writing Section: Use external links to maximise literacy learning opportunities for students, e.g. Settle Stories.
1.3	March 2019	<ul style="list-style-type: none">• Added to reading section – teaching of exam command words, High Ability reading list supplied to students.• Added to writing section introduction of weekly form quiz with literacy focus.• Added to writing section – provision of 'how to help' guide for parents.
1.4	Jan 2022	<ul style="list-style-type: none">• Added to reading section – teaching of exam command words, High Ability reading list supplied to students• Added to writing section introduction of weekly form activity with literacy focus• Literacy 'Do now' tasks in English• Key words on knowledge organisers• Key word focus across the curriculum• Display boards in rooms and on corridors• Wonderful words on doors to promote higher-level vocabulary
1.5	Sept 2022	<ul style="list-style-type: none">• Weekly PowerPoint sent out with tasks related to the weekly prefix/suffix for the wonderful words• Personalised literacy targets set for all 711 pupils. Shared across departments and added to pupils' trackers
1.6	Jan 2023	<ul style="list-style-type: none">• Literacy focus to change to improving writing now that reading strategies have been embedded• English to review and reset literacy targets. ESC to review how effectively targets are being used across school

"Settle College promotes the safeguarding and welfare of children in its care; all policies support the "Child Protection Policy"

LITERACY ACROSS THE CURRICULUM POLICY

Aims of the Literacy Policy:

- To facilitate the development of students' abilities to use language effectively as readers, writers and speakers.
- To develop students' confidence and self-expression.
- To allow staff to develop more effective systems in the delivery of Literacy in their subject area.
- To provide support for students and staff which effectively addresses individual needs in Literacy across all areas of the curriculum.
- To raise achievement in Literacy and expectation of achievement in Literacy across the whole school curriculum.

Introduction

Settle College is committed to developing the literacy skills of every student, in order that all learners will be able to access learning in every subject area and continue to be life-long learners.

This Literacy Policy is designed for teachers of all subjects, and its purpose is to support classroom practice as well as direct staff to the appropriate support and referral systems when appropriate.

"If standards of achievement are to be improved, all teachers will have to be helped to acquire a deeper understanding of language in education. This includes teachers of other subjects than English, since it is one of our contentions that every school should have an organised policy for language across the curriculum, establishing every teacher's involvement in language and reading development throughout the years of schooling".

OFSTED have identified the following areas as being key progress in attainment for learners of literacy:

- Teachers with high expectations for students' achievements in literacy.
- An emphasis on speaking and listening skills from an early age.
- A rigorous and sequential approach to developing speaking and listening.
- Sharp assessment of progress in order to determine the most appropriate programme or support.
- Carefully planned provision to meet individual needs.
- Rigorous monitoring of the impact of provision.
- High quality pastoral care to support learning in literacy.
- Highly effective use of time, staff and resources.

This policy will provide some guidance on how to address literacy across the whole school curriculum. It is not a policy purely for the English department.

Speaking and Listening:

Students will be encouraged to:

- Clarify and express their ideas and explain their thinking.
- Adapt their speech to a widening range of tasks and situations. These will include discussion, presentation as an individual and as part of a pair or group.
- To use varied and specialised vocabulary, suitable for the curriculum subject and specific area of study.
- To use speech for a full range of purposes e.g. to narrate, to analyse, to explain, to reflect, to evaluate and to persuade.

- To listen with understanding and to respond sensitively and appropriately.

In our teaching, we will:

- Work with curriculum leaders to map planned opportunities in all subjects for students to engage in purposeful, functional talk in both formal and informal situations.
- Allow students to have regular opportunities to use their speaking and listening skills in the following contexts:
 - in pairs with a partner.
 - in small groups with opportunities to take the role of the Chair.
 - with a teacher or adult.
 - in whole class discussion.
 - presentations to a wider audience.
- In these contexts, plan for some of the following activities to take place during a scheme of work:
 - reporting back to a wider audience, consolidating ideas and understanding.
 - asking and answering questions.
 - speculating, hypothesising and imagining.
 - planning, organising and reviewing activities.
 - investigating and solving problems collaboratively.
 - evaluating and reflecting on learning.
 - talking at length as an "expert".

Use the higher skills identified in Bloom's Taxonomy's six levels of questioning.

Students aiming for mastering should focus on the more demanding final four levels:

- **Level 1** – Knowledge: What happened? What is the meaning of..? ○ **Level 2** – Comprehension: Can you explain in your own words?
 - **Level 3** – Application: What is the purpose of..? Could this have happened in..? How many different ways can you find to..?
 - **Level 4** – Analysis: Why did...occur? How is...similar to..? What was the most essential point? Into which groups would you place these and why?
 - **Level 5** – Synthesis: What would happen if..? What is a possible solution? What does this remind you of?
 - **Level 6** – Evaluation: Is there a better solution..? What do you think about...? Why was...so successful doing..?

Reading:

Students will be encouraged to:

- Develop a fluent and confident reading style, appropriate to the individual students.
- Read accurately and with understanding.
- Become independent and critical readers, making informed and appropriate reading choices. • Select and evaluate information from a wide range of texts and sources, including print, e-media and ICT.
- To apply techniques such as skimming, scanning and text marking effectively in order to research and analyse a variety of texts.
- Participate in discussion surrounding the class reader, which forms part of the library lessons in Years 7-9. Students are also encouraged to engage in private reading with a book of their choice. AEL and LNA are developing a programme to track students' reading records and assess their progress now that we have moved away from Accelerated Reader.
- Participate in national events and programmes such as "World Book Day".

In our teaching, we will:

- Use Teacher Assessment, SEND data and baseline assessment reading ages (Year 7) to address the students' individual reading levels, and make informed choices about the texts we give to students of different reading levels.

- Take opportunities to demonstrate pleasure in reading!
- Provide literacy activities for tutor periods.
- Allow students and teachers to share reading experiences.
- Where possible, provide opportunities across the curriculum for students to:
 - Read and follow instructions.
 - Follow up on their interests by reading texts of varying lengths.
 - Question and challenge printed information and views.
 - Read and explore ideas and theories.
 - Understand descriptions of processes, structures and mechanisms.
 - Learn how to sift and select information, take notes from a text and locate relevant information.
 - Learn how to scan for meaning and information in a text.
 - Use reading to research and investigate printed texts as well as ICT and moving image texts.
- Provide high ability students with a suggested reading list
- Collate and analyse exam command words from subjects in order to provide whole school revision booklet.

Writing:

We want students at Settle College to develop increasing confidence and competence in writing, in order that they might:

- Write in a variety of forms for different audiences and purposes e.g. to interpret, evaluate, explain, analyse, explore, discuss, persuade.
- To develop their ideas in written work, using wide ranging vocabulary, a variety of sentences styles and coherent structure.
- Write using accurate punctuation, correct spelling and legible handwriting.
- Be able to use word processing skills.
- Produce a wide variety of text types such as formal/informal letters, magazine/newspaper articles, poetry, prose, email, reports, reviews etc.

In our teaching, we will:

- Draw attention to the writer's purpose, audience, language and style (PALS) in any text studied.
- Collate key vocabulary from different subject areas.
- Introduce writing challenges and competitions throughout the school year to motivate students.
- Use external links to maximise literacy learning opportunities for students, e.g. Settle Stories
- Help students appreciate the differences between formal and informal forms of the English language, and when it is appropriate to use each form.
- Model different forms of writing, using the Talk For Writing strategy
- Provide suitable structures for students who are less able to organise their writing, with a view towards them becoming independent writers in the subject area. Structures could include word banks, sentences starters and response plans.
- Use marking codes where appropriate to correct common written errors.
- Where possible, we will provide opportunities across the curriculum for students to use their writing skills to:
 - Make notes from a variety of sources e.g. print, moving image, ICT
 - Use writing to plan and record.
 - Use logs and journals to clarify thoughts and develop understanding.
 - Plan, draft, discuss and reflect on their writing.
 - Learn the conventions of different forms of writing.
 - Write at appropriate length, sometimes briefly.
 - Craft writing collaboratively.
 - send some writing for display or publication within the school.

- Provide dictionaries, glossaries and lists of suitable vocabulary, and encourage students to use them in their written work.
- Key terminology on displays in room and on corridor. Key words on overviews/knowledge organisers in books.
- Have high expectations over the presentation and standard of students' written work.
- Encourage students to use suitable vocabulary, including technical and subject specific language.
- Encourage the use of paragraphs, and correct common spelling errors as well as errors with subject specific vocabulary.
- Provide students with a weekly form activity based around a literacy focus.
- Make reference to the SEND Learning Passports and Rainbow Literacy spreadsheet and resources on the U drive.

Assessing Literacy across the Curriculum

- When setting writing tasks, we should be explicit as to what key features of language will be considered as part of the formative assessment. This could include key vocabulary for the unit.
- We should take into account the students' performance in their Speaking and Listening, Reading and Writing when we are giving feedback to parents on the student's progress in the curriculum area.
- For feedback and responding to students' work, we should follow the Marking, Feedback and Assessment policy.

Learning Support for Literacy

- The SEND Department has a wide range of supportive programmes to offer students at Settle College. In the first instance of a concern regarding a students' learning, a referral should be filled in and sent to the appropriate Special Educational Needs Co-ordinator (SENCO).
- Staff have had training on, and are using, the Rainbow Literacy resources and strategies created by the SEND Department to provide tailored support to students.

Intervention:

Support that might be offered may include the following interventions through the SENDCO:

1. Extract to the SEND department for individual or small group work.
2. One-to-One.
3. Support in class.
4. Material to be used in class e.g. coloured reading gel sheets, handwriting paper etc.

This may involve students being withdrawn from lessons to attend these sessions.

Support for targeted students:

Targeted intervention in every year group will be used to help students to catch up with their peers as quickly and effectively as possible in order to maximise access to the secondary curriculum.

- Teachers across the curriculum will be kept informed about which students are participating in intervention.
- Teaching Assistants will work with targeted students to help them to improve their reading and spelling ages as well as in ensuring they progress in KS3 from **emerging to developing then to securing and mastering** in English, increasing their grades for GCSE.

Settle College is committed to raising standards of literacy for all students, through a co-ordinated approach.

Every member of staff has a role to play in this process.