

	POLICY TITLE:	Literacy Across the Curriculum
Kingsmead Academy T/A Kingsmead School		
Committee/Person Responsible for Policy:	Head Teacher Provision & Progress Sub-Committee	
Date Approved by Governing Body:	December 2019	
Date of Last Review:	Term 2 2019/20	
Next Review Due:	Term 2 2021/22	
Associated policies:	Teaching and Literacy; Marking and Feedback; Home Learning; Departmental Schemes of Work and Handbooks; Intervention; English as an Additional Language (EAL); Numeracy across the Curriculum: Staff code of conduct	

Literacy across the Curriculum

At Kingsmead School we believe that literacy is crucial to improving learning and therefore students' progress across the curriculum. We firmly believe that it is the responsibility of all staff to explicitly teach the skills that will enable all students to develop as literate learners.

We are committed to providing opportunities for students to learn about how and why literacy is central to learning in **all subject areas**.

We are also committed to developing a range of active approaches to literacy learning that will help students move towards being critical and independent learners.

In working together, we believe that we can best develop a lively and effective literacy curriculum that is reviewed on a regular basis. Literacy and the teaching of literacy skills are key to improving learning and raising standards across the curriculum at Kingsmead School.

Purpose, Scope and Aims

Literacy underpins the school curriculum by developing students' abilities to speak, listen, read and write for a wide range of purposes, using language to learn and communicate, to think, explore and organise. Helping students to express themselves clearly, orally and in writing, enhances and enriches teaching and learning in **all subjects**. All departments and all teachers have a crucial role to play in supporting students' literacy development.

The aims of this policy document are to:

- Support students' learning in all subjects by helping teachers to be clear about the ways in which their work with students contributes to the development of students' communication skills.
- Develop a shared understanding between all staff of the role of language in students' learning and how work in different subjects can contribute to and benefit from the development of students' ability to communicate effectively.
- Recognise that language is central to students' sense of identity, belonging and growth.
- Raise students' own expectations of achievement, thus raising standards.
- Develop students' confidence and self-expression.
- Promote knowledge and understanding of students' standards of achievement and assessment in speaking and listening, writing and reading, and the identification of any areas of strength and weakness.

Aims of the three language modes

Although 'Literacy' can be divided into three sections: Speaking and Listening, Reading and Writing, we recognise that these three language modes are interdependent.

Speaking and Listening

Talk is our main means of communication in everyday life and is fundamental to the development of understanding. We want our students to develop increasing confidence and competence in speaking and listening so that they are able to:

- Clarify and express their ideas and explain their thinking.
- Adapt their speech to a widening range of circumstance including paired and group discussion and speaking to a larger audience.
- Use varied and specialised vocabulary.
- Speak for a range of purposes e.g. to narrate, to analyse, to explain, to reflect and evaluate.
- Listen with understanding and respond sensitively and appropriately.

Reading

We want our students to enjoy reading, to be able to use their reading to help them to learn and to develop increasing confidence and competence in reading so that they are able to:

- Read fluently, accurately and with understanding.
- Become independent and critical readers and make informed and appropriate choices.
- Select information from a wide range of texts and sources, including print, media and ICT, and to evaluate those sources.
- Apply techniques such as skimming, scanning and text marking effectively in order to research and appraise texts.

Writing

Many lessons include and depend on written communication. We want our students to develop increasing confidence and competence in writing so that they are able to:

- Write in a variety of forms for different purposes e.g. to interpret, evaluate, explain, analyse and explore.
- Develop ideas and communicate meaning to a reader using wide-ranging and technical vocabulary and an effective style, organising and structuring sentences grammatically and whole texts coherently.
- Present their writing clearly using accurate punctuation, correct spelling and legible handwriting.
- Apply word processing conventions and understand the principles of creating multi-media text.

Resources

- **We should aim to provide:** Displays of reading material relevant to the topic or national curriculum subject and of relevant vocabulary.
- Relevant material at appropriate levels of interest and difficulty and form a range of text types.
- Reading material of high quality, which is up to date, relevant and balanced in its presentation of ethnicity, culture and gender.
- Access to school and public libraries and to ICT sources of information.
- Access to appropriate audio-visual equipment.
- A classroom environment which is conducive to good literacy practice.
- Wider reading to develop, stretch and support approaches to texts.

Assessing Literacy across the Curriculum

- When assessing students' work across the curriculum we should value their oral contributions and listening skills alongside their reading and writing.
- We should take into account students' performance in speaking and listening, reading and writing when assessing and reporting on students' progress in subject areas.
- When setting writing tasks, we should make explicit to the students the key features of language which will be considered.

When responding to student work we should:

- Use the marking code as detailed in the Kingsmead Marking Policy.
- Make comments which are positive and supportive.
- Target specific areas for improvement (a selective and focussed identification of errors).
- Offer guidance on how to achieve the short-term targets set. For example, whilst "improve your spelling" is unhelpful and vague, the identification of a particular spelling error, e.g. doubling of letters before adding '-ing' is specific and presents the student with a target which can be addressed.
- Give priority to content, ideas, organisation and meaning.
- Create opportunities for students to reflect on the quality of their own work and for peer assessment.

Roles and responsibilities

The Literacy Co-ordinator

The Literacy Co-ordinator is responsible for developing the school's literacy policy and practice. The co-ordinator is line-managed by the Head Teacher who has overall responsibility for the implementation of the Literacy Strategy in school.

Heads of Department

Heads of Department are responsible for ensuring that schemes of work include relevant literacy objectives and that literacy learning takes place within their subject.

Each department should regularly review the teaching of literacy.

Heads of Department should take the lead in ensuring that, in consultation with the Literacy Co-ordinator, teaching strategies and resources used to develop students' literacy, are appropriate.

All classroom staff

All classroom staff are responsible for teaching literacy skills in line with departmental schemes of work and monitoring students' literacy progress in line with agreed targets.

Parents

Parents should actively support the school's literacy policy by helping students develop their literacy skills at home.