



HIGHDOWN SCHOOL AND SIXTH FORM CENTRE

# LITERACY ACROSS THE CURRICULUM POLICY

Aspiration – Respect – Excellence

## Monitoring, Evaluation and Review

Author	Mrs M Grantham [Assistant Headteacher]	Review Period	3 years
Version		Status	Approved
Committee	Teaching & Learning Committee	Date Approved	October 2021
Link Governor	Dr C Foulkes	Review Date	October 2024



## Introduction

*“Literacy is a bridge from misery to hope... Literacy is not a luxury, it is a right and a responsibility.” (Kofi Annan)*

At Highdown School and Sixth Form Centre we strongly believe that literacy is central to all education and aim to develop students’ understanding and application of it. We believe that literacy allows people to use language to enhance their capacity to think, create and question, which enables them to become more aware of the world and empowers them to participate more effectively in society.

We also see literacy as the key to improving learning, raising standards and developing an approach that is relevant to all curriculum areas and students of all levels of attainment.

Literacy is a vital skill for life and lifelong learning, and as a staff we are committed to helping students develop their literacy skills as well as our own. This is because:

- students require sufficient vocabulary, expression, analytical and organisational skills to successfully access curricular subjects
- language helps students to reflect on, revise and evaluate theirs and others’ thoughts and opinions
- developing effective speaking and listening skills builds confidence
- responding to higher order questions encourages the development of thinking skills and enquiry
- reading helps students to learn from sources beyond our immediate experience
- writing helps students to sustain and order thinking
- improving literacy and learning can have an impact on students’ self-esteem, on motivation and behaviour. It allows them to learn independently.
- literacy is empowering. It puts students in the position to be able make choices on leaving school and strengthens their position when applying for employment or to higher education establishments

## Developing Literacy Skills

We recognise that reading, writing, speaking and listening are interrelated processes. Nevertheless, where appropriate, we will make the specific skills we are focusing on developing explicit to students.

As a staff, we are committed to developing students’ and our own **general** literacy skills by:

- providing targeted intervention to support students with their literacy, including students with English as an additional language and students with SEND
- providing opportunities for staff to develop their awareness of literacy in the classroom through our JPL programme and literacy guidance
- providing a word of the week and literacy challenge, every week to help develop students’ and staff’s levels of literacy
- curriculum teachers explicitly teaching specific tier 2 and tier 3 vocabulary in the classroom using a range of strategies

- liaising with parents/guardians about the importance of tier 2 vocabulary and providing resources to help them to support their son/daughter

As a staff, we are committed to developing students' **writing** skills by:

- providing opportunities to write for a range of purposes in a variety of forms and, where possible, giving students opportunities to write for real audiences
- making connections between reading and writing so that students have clear models for writing
- making explicit in our teaching text level, sentence level and word level features of texts
- creating opportunities for students to plan, draft, proofread and evaluate their writing, where appropriate
- encouraging students to structure their writing using sentences, paragraphs and headings
- teacher feedback including references to SPaG development
- using the No More Marking programme to measure the progress in writing age from the autumn to summer term of Year 7.

As a staff, we are committed to developing students' **reading** skills by:

- displaying key words in classrooms and books, and using a range of strategies to reinforce accurate spelling of these
- encouraging students to keep and maintain personal glossaries
- actively promoting the use of dictionaries / online dictionaries by students in all classrooms
- providing D.E.A.R. (Drop Everything and Read) opportunities in mentor time
- supporting weaker readers through paired reading programmes and other reading interventions
- holding an annual Literary Festival for students in each summer term
- promoting reading through our library service and encouraging interactivity with the library through hour 'one click' web site
- use of Accelerated Reader for Year 7 and 8 students with specific curriculum time set aside for this
- testing student reading ages to identify students for intervention and for tracking improvement in reading skills
- ensuring that active reading strategies are used when reading textbooks and worksheets in the classroom
- staff training in active reading strategies held within the school as part of the school's JPL programme
- Using the library to promote the joy of reading through book groups and author visits

As a staff, we are committed to developing students' **speaking and listening** skills by:

- giving students opportunities to read text out aloud to increase understanding, fluency and confidence
- using questioning to support and challenge students developing their own responses
- explicitly teaching students how to listen and modelling how to speak in different contexts
- incorporating in lessons a range of situations and groupings where speaking and listening skills can be practised and where talk itself is valued
- encouraging students to explain their ideas to others
- giving students feedback on their strengths and weaknesses in this area and giving them opportunities to evaluate their own performance

## Promoting literacy development across the curriculum

The following are examples of how literacy is promoted across the curriculum:

- Word of the week in staff bulletin and on school website
- Hosting author visits
- Library Book Club shadowing the Carnegie shortlist
- Literary Festival held annually in the summer term
- Curriculum areas have identified how they promote literacy within their subjects through schemes of learning and lesson planning
- Reading and discussion of texts in mentor sessions once a week at Key Stage 3
- Staff training includes sessions on explicit teaching of active reading skills and key tier 2 and 3 vocabulary
- Weekly literacy challenges in staff bulletin, parental newsletter and on school website

## Managing and evaluating the policy

School leaders will evaluate the impact of the policy of literacy development through lesson observations, learning walks, discussion with students, curriculum sampling and data from Accelerated Reader programme.

It is the responsibility of the curriculum leader to ensure that all members of their department understand and follow the literacy across the curriculum policy, for example through making explicit reference to development of literacy skills in planning.

It is the responsibility of class teachers to ensure they plan, promote and develop literacy explicitly through their lessons so that standards of student literacy improve.

The policy is reviewed and overseen by the Governors' Teaching and Learning Committee who will assure themselves of the implementation, promotion and development of literacy across the curriculum. This may be achieved via reports to Governors about the promotion of Literacy and from curriculum sampling and learning walks.