



Introduction

At St Benedict's Catholic High School, we recognise that the development of literacy skills is an entitlement for all students and the responsibility of the whole school community – not just the English department. The Literacy policy should be embedded in good learning and teaching practices.

All elements of the school's literacy policy should be reflected across the curriculum, building on the strengths of existing practices and procedures, and reflecting the needs of every student.

In addition, the school acknowledges the need to address Information Literacy. This encourages students to learn to process information and use ICT/Library successfully.

Aims of the policy

- to recognise that all teachers are facilitators of literacy through their subject
- to raise literacy attainment at every level of ability in all subject areas to ensure that we maximize the potential of every student
- to ensure that all students have the opportunity to become effective readers, writers and communicators

Objectives

- to recognise the potential of all students
- to assess the literacy attainment of all pupils more effectively
- to track student progress at all key stages and abilities
- to involve all staff in the assessment and facilitation of literacy
- to devise whole school strategies and systems for literacy development

Management

The Literacy Co-ordinator, in conjunction with the Literacy working party, will lead and support literacy development by:

- regular audits of current practice and procedures

- collation and dissemination of information and data pertaining to literacy
- Planning, organising and leading staff training
- Whole school initiatives such as focus fortnight

Implementation

Each subject will seek to promote students' appreciation of the links between speaking and listening, reading and writing and the value of each in their own subject areas.

The whole school curriculum will ensure that the literacy needs of all students are addressed in the following ways:

- All departments will identify where they will plan, teach and mark to the key objectives in speaking and listening, reading and writing.
- To aid consistency, marking will use the Literacy Marking symbols from the school marking policy. These will be in every classroom.

In all subjects, students will have opportunities to improve their literacy skills by:

(In speaking and listening)

- using talk for a range of purposes and audiences
- using talk to explore and evaluate
- using talk to ask and answer questions
- planning, discussing and evaluating their speaking and listening and that of their peers
- Solving problems collaboratively

(In writing)

- developing an enjoyment of their own writing
- writing in a variety of forms for different purposes and audiences
- planning, drafting and discussing writing
- using writing to organise thoughts and aid learning

(In reading)

- developing an interest in a variety of texts, both literary and non-literary
- reading with understanding and enjoyment for a variety of purposes
- working out inferential meanings from textual matter
- developing an interest in words, their derivations and meanings
- using reading to research the subject area
- making effective use of school and public libraries
- using the Internet and other ICT texts selectively and effectively

In all subjects, teachers will aim to improve the literacy skills of students by:

(In speaking and listening)

- appreciating talk as a valuable area of learning
- appreciating the differences between standard English and non-standard dialect forms

- developing ideas through pair and group work, drama and role play
- providing feedback on progress

(In writing)

- offering students models for writing in a range of forms
- providing appropriate activities for all levels and abilities
- defining for students the appropriate style for pieces of writing
- demonstrating the way to organise and express pieces of writing
- providing annotated examples of writing in the subject, so that students understand what is required
- displaying useful phrases to help students link and develop ideas in writing
- helping students to draft writing through the subject context
- helping students with handwriting, spelling and presentational aspects of their writing
- teaching students to spell identified subject vocabulary

Each department will encourage accuracy in student work (SPaG):

- to insist that all written work is edited before being accepted for marking.
- to be clear about the confusion that lack of/ incorrect punctuation and grammar can cause
- to teach learning strategies which help students to learn subject spelling lists
- to prioritise the marking of high frequency and key subject words, highlighting rules where the error would relate to other words
- to use key words, glossaries, word banks and other strategies to provide support for subject-specific vocabulary
- in marking, to focus on a specific area of student work, such as the first paragraph, so that the corrections are made manageable. Awareness will be needed of the ability of the group when undertaking this task.

(In reading)

- presenting reading tasks at a suitable level- differentiating wherever possible
- drawing students' attention to structure, layout, form, print and other signposts
- Showing students how to work on a text when they are expected to read alone, for example, how to skim or scan, how to take notes, how to identify key points.
- Promoting reading (for pleasure and information) to students

In all subject areas, the organisation of lessons will aim to improve the literacy skills of students by:

- providing a range of materials to support the subject topic
- providing texts at appropriate readability levels - the layout, size and clarity of print, length of sentences and vocabulary appropriate to students. This also means adding challenge for higher ability students
- designing activities that focus on identified subject vocabulary
- providing worksheets which are clear, in presentation and language, and tasks that are appropriately/helpfully worded

In order to ensure the whole school curriculum provides for the literacy needs of all students in these ways, **each subject** area will be expected to:

- ensure that all schemes of work refer to the literacy development
- provide a range of practical strategies to encourage the development of literacy, for example, wall displays, subject specific spelling lists, clear labelling, dictionaries, good quality worksheets and board work.

In addition, the wider school curriculum will also be expected to promote literacy through:

- promotion of relevant school/national competitions such as the House Poetry Competition, BBC News Report and the 500 words Radio 2 Competition.
- use of form-time and the start of English lessons for reading
- Book week activities at the start of March
- provision and funding for a range of Library events including visiting authors

Monitoring, Evaluation and Review

All staff have a responsibility to reflect on their own practice in planning, teaching and marking with a Literacy focus. Those in management positions have a further responsibility to ensure the policy is properly implemented in their specific areas.

The effectiveness and implementation of this policy will be reviewed by the Literacy Coordinator with the help of the Literacy Committee.



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