Codsall Community High School
Literacy Across the Curriculum Policy

Rationale

Literacy underpins the school curriculum by developing students' abilities to speak, listen, read and write for a range of purposes, using language and communication, to think, explore, organise and create.

All departments and all staff, whatever their subject, have a crucial role to play in supporting students' literacy development, in order to raise standards across the curriculum, within their subject and to help students develop vital skills for life.

Policy aims

The aim of the policy is to ensure all staff are able to assist students in their development of the four communication skills as listed below:

Reading	Writing	Speaking and listening
- Read fluently, accurately and with understanding. - Become independent and critical readers, with the ability to detect points of view, implicit meaning and bias. - 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. - Develop a lifelong enjoyment of reading by exploring different genres, authors and texts for personal interest and inspiration.	- Write in a wide variety of forms for different purposes. - Develop complex ideas and communicate meaning using complex sentences, wide-ranging and technical vocabulary and an effective style. - Present their writing legibly, using accurate grammar, punctuation and spelling.	- Listen to complex information and give a relevant response. - Give relevant responses to complex questions. - Ask effective questions. - Answer questions effectively. - Talk for a range of purposes and for a variety of audiences.

Strategies for developing the four communication skills

General approaches

- To establish a consistent whole school approach to developing reading, writing, speaking and listening in order to develop their students' literacy skills.
- To work with middle leaders to agree how these approaches will be used in literacy rich subjects, including Business Studies, Childcare, Creative Media, Design Technology, Enterprise, Geography, Food Technology, Health and Social Care, History, Media Studies, Physical Education, Science, Sport and Statistics.
- To raise awareness of the key literacy strategies within this approach through staff training, sharing good classroom practice and developing teaching and learning resources that support the development of literacy.
- To promote the use of the library with it staffed during every break and lunchtime by sixth form volunteers.
- To use and apply whole school strategies for dyslexia and for reading recovery.
- To analyse reading data to identify students with low reading ages and organise whole school intervention to get them back on track.
- To analyse writing data and organise a programme of writing recovery to ensure all students have the writing skills needed to be successful across the curriculum.
- To organise visits to increase interest and progress in literacy and literary celebrations, e.g. World Book Day, National Poetry Day.
- To promote literacy across the curriculum through the school rewards system, e.g. an achievement point awarded to students who read outside of school each week and further recognition for students who read 20 of the "100 Must Reads" in a year.

Approaches to developing reading

All teachers will:
- Draw students' attention to the structure of texts (titles, paragraphing, bullet points).
- Help students to adapt their style of reading to their purpose e.g. choosing to skim, scan or read closely.
- Tell students the purpose of any reading.
- Set weekly reading homework including through SORA, online audiobooks and reading books from the library.
- Teach students to select relevant information by highlighting, using bullet points and summarising, which for high attaining and older students will include information from a range of sources.
- Check reading ages and reading waves for students in their classes and use this to help determine which students will need additional scaffolding and which students can be provided with additional challenge through reading.
- Help students develop and extend their vocabulary by pre-teaching key words with their meanings and giving pupils opportunities to use them.
- Expose students to a wide range of literature including magazines, journals and books structured in different ways.
- Guide students to choose more challenging texts from the library and virtual library (SORA) to develop their reading skills.
- Encourage the use of the library, engaging texts and new technology, such as our virtual library, SORA, to enhance students' interest in the written word.
- Recognise students' reading by awarding an achievement point for each book read and checked by accelerated reader and ten achievement points and a certificate for "Millionaire Readers" who read a million words in a year with at least half (5 books) from the "Hundred books to read before you leave" list of key texts.
- Provide scaffolded so *all students* can access reading materials.

- Only differentiate reading materials for the *small number of students* who have received reading intervention and whose reading did not improve sufficiently so a reader has been included in their access arrangements and reading adjustments are part of their normal way of working.
- The main reading adjustment, when it does need to be made, is to read a text to a student or have a peer do so, as even when students have a reader they still need to continue to develop their listening and comprehension skills.

All students will:
- Use skimming, scanning, and close reading strategies when engaging with texts.
- Read weekly using library books, online audiobooks, or texts from SORA as directed in homework.
- Highlight, annotate, and summarise texts to identify key ideas and supporting evidence.
- Use reading logs to record books and texts they have read and reflect on their reading progress.
- Choose increasingly challenging reading materials to extend their comprehension and vocabulary.
- Ask for support when they find reading difficult, using reading scaffolds when provided.
- Use a dictionary or digital tools to learn the meaning of unfamiliar words and apply new vocabulary.
- Engage with a variety of text types including articles, reports, narratives, and academic texts.

Approaches to writing

All teachers will:
- Provide students with clear literacy objectives where literacy is used and developed in their lesson.
- Make connections between reading and writing so students can use reading to improve the quality of their writing.
- Model written responses to show students how to write in different styles, using a variety of grammatical structures.
- Help students to plan, draft and evaluate their own writing and that of their peers.
- Draw attention to purpose (why) and audience (who).
- Provide opportunities for students to write for different purposes.
- Encourage students to use a range of strategies to learn spellings, e.g. look-say-cover-write-check and phonetics.
- Refer to whole school Dyslexic Friendly Policy and SEND register to ensure that students who have dyslexic specific requirements are catered for, e.g. laptops, scribes, readers, overlays, etc.
- Share model answers with students so they can assess their own and the work of their peers so they know the quality of their work and what they need to do to improve.
- Mark writing in line with the assessment and marking policy and allow students time to correct their errors and improve their writing (DIRT).
- Use a whole school approach to teaching text types (letters, reviews, report, etc.).

All students will:
- Plan, draft, edit, and redraft their writing to improve accuracy and expression.
- Write in different styles and formats according to the purpose and audience of a task.
- Use complex sentences and varied vocabulary, including subject-specific terms, in their writing.

- Reflect on teacher and peer feedback to improve their written work during DIRT time.
- Apply spelling strategies (e.g. look-say-cover-write-check) and correct their own spelling errors.
- Use punctuation and grammar accurately to make meaning clear in their writing.
- Use model texts to assess the quality of their work and identify how to improve it.
- Use assistive technologies and tools as needed, in line with the school's SEND and Dyslexia Friendly Policy.

Approaches to speaking and listening

All teachers will:
- Use spoken language sentence starters to enable students to become increasingly articulate.
- Provide a range of activities that allow students to develop their listening and evaluative skills.
- Provide a variety of groupings that allow students regular opportunity to engage collaboratively with their peers.
- Give opportunities for public speaking.
- Explicitly teach key vocabulary including its meaning and how it is used.
- Provide time for students to reflect on the effectiveness of their speaking and listening.

All students will:
- Speak clearly and confidently for a variety of purposes and audiences, including presentations and debates.
- Use spoken language sentence starters to structure responses in classroom discussions.
- Ask and answer questions using subject-specific vocabulary.
- Listen actively to others, responding thoughtfully and building on their ideas.
- Participate fully in group and paired discussions, respecting others' views and contributions.
- Probe the views of others by asking for evidence or justification.
- Use new vocabulary in their speech to articulate ideas more precisely.
- Reflect on their own speaking and listening performance and identify areas for improvement.
- Engage in formal speaking opportunities, including public speaking or oral assessments.

Monitoring and evaluation

The literacy policy will be evaluated by:

- Carrying out termly planning reviews to ensure literacy objectives are identified in medium term subject plans and that teaching and learning resources help students to meet these objectives.
- Gauging success in the three communication skills through the grades gained by students in external examinations including Accelerated Reader (Reading), GCSE English Language (Writing) and Spoken Language Non-Examination Assessment (Speaking and Listening) as well as internal assessments both formal and informal.
- Monitoring pupils' reading habits using the virtual library, SORA, their reading logs and student feedback to the questions on the Student Survey about reading.

- Monitoring pupils' literacy learning through cross-curricular work sampling and student interviews, which is carried out jointly by the Literacy Across the Curriculum Coordinator and Middle Leaders or members of the Senior Leadership Team.