



# 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. A good foundation for this is pupils' engagement in wider reading, as promoted by all staff, to allow them to use their literacy skills to read for pleasure, which will, in turn, develop their skills.

N.B. At present, due to the current Covid-19 pandemic, we are limited in regards to our ability to achieve all aspects of this rationale; however, elements of this policy have been adapted for remote learning.

### Policy aims

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

Reading	Writing	Speaking and listening
<ul style="list-style-type: none"> <li>Read fluently, accurately and with understanding.</li> <li>Become independent and critical readers, with the ability to detect points of view, implicit meaning and bias.</li> <li>Select information from a wide range of texts and sources, including print, media and ICT and to evaluate those sources.</li> </ul>	<ul style="list-style-type: none"> <li>Write in a wide variety of forms for different purposes.</li> <li>Develop complex ideas and communicate meaning using complex sentences, wide-ranging and technical vocabulary and an effective style.</li> <li>Present their writing legibly, using accurate grammar, punctuation and spelling.</li> </ul>	<ul style="list-style-type: none"> <li>Listen to complex information and give a relevant response.</li> <li>Give relevant responses to complex questions</li> <li>Ask effective questions</li> <li>Answer questions effectively.</li> <li>Talk for a range of purposes and for a variety of audiences.</li> </ul>

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| <ul style="list-style-type: none"> <li>• Apply techniques such as, skimming, scanning and text-marking effectively in order to research and appraise texts.</li> </ul> |  |  |
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## Literacy priorities for Codsall Community High School

There needs to be provision to enable pupils to:

- read fluently, accurately and with understanding;
- present their writing legibly, using accurate grammar, punctuation and spelling;
- write in a wide variety of forms for different purposes;
- select information from a wide range of texts and sources;
- and become independent and critical readers.

## Strategies for developing the three communication skills

### Approaches across the curriculum

- ❖ raise awareness of key literacy strategies through collaborative planning with teachers who use literacy in their subject, providing staff training and sharing good classroom practice.
- ❖ Establish a consistent whole school approach to developing reading, writing, speaking and listening by sharing strategies and resources with teachers to develop their students' literacy skills.
- ❖ Use and apply whole school dyslexic strategies.
- ❖ Develop spoken language sentence starters to use in classrooms to enable students to be more increasingly articulate.
- ❖ Use competition to promote reading through the use of our virtual library, Sora, to enhance students' interest in the written word.
- ❖ Staff to incorporate the half termly Literacy Across the Curriculum focus (as shown in the weekly newsletter) into their planning, teaching and learning.

### Approaches to develop reading

All teachers will:

- Draw students' attention to the structure of texts (titles, paragraphing, bullet points).
- All staff to use the skim, scan technique to enable students to adapt their style of reading to their purpose e
- Explicitly tell students the purpose of any reading in the classroom.

- Students to complete regular reading homework, including weekly DEAR sessions, Sora and online audiobooks.
- Teach students to use highlighting, bullet points and summaries to select and organise information.
- Provide differentiated reading materials where appropriate.
- Help students to develop and extend their vocabulary by identifying key words 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.

### **Approaches to writing**

All teachers will:

- Provide students with clear literacy objectives in humanities, science and other relevant subjects.
- 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.
- 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.).

### **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.

### **Monitoring and evaluation**

To ensure the literacy priorities are addressed across the curriculum, the following monitoring and evaluation will take place:

- ReC to lead a CPD in Spring 2 on key reading strategies and literacy sentence starters
- ReC to meet with LTs to survey their subject-specific literacy needs and provide appropriate writing scaffolds and literacy sentence starters
- Monitor pupils' literacy learning through work sampling, developmental drop-ins and student voice.
- Literacy objectives reviewed during LT Planning Reviews to ensure they are explicitly identified in medium and short-term plans and the whole school approaches are being implemented.
- Monitor pupils' reading habits via our virtual library, Sora, and through monitoring performance in half termly Codsall Canon quizzes for Years 9-10. Use the data to inform planning for reading starters in DEAR Wednesdays.