



Whole School Literacy Policy

2021 -2022

Date of Review: September 2022

George Sampson said in 1922 in his book English for the English, “Every teacher is a teacher of English because every teacher is a teacher in English.”

The development of an effective literacy skillset - speaking, listening, reading and writing - is fundamental to the achievement of a rich and fulfilling life. These skills are used daily to communicate with the world around us. The more successful we are at these skills, the more we can succeed in life.

Literacy skills must be constantly practised to improve student’s understanding, self-esteem and motivation, as well as increased attainment.

The Department for Education is clear – the curriculum should offer opportunities for pupils to:

- ‘engage in specific activities that develop **speaking and listening skills** as well as activities that integrate speaking and listening with reading and writing’
- ‘develop speaking and listening skills through work that makes cross-curricular links with other subjects’
- ‘develop **reading skills** through work that makes cross-curricular links with other subjects’
- ‘develop **writing skills** through work that makes cross-curricular links with other subjects’
- ‘work in **sustained and practical ways**, with writers where possible, to learn about the art, craft and discipline of writing’
- ‘**re-draft their own work in the light of feedback**. This could include self-evaluation using success criteria, recording and reviewing performances, target-setting and formal and informal use of peer assessment. **Redrafting should be purposeful, moving beyond proofreading for errors to the reshaping of whole texts or parts of texts.**’

(English: curriculum opportunities’, Secondary National Curriculum until 2014, Department for Education; updated 26 April 2012)

Therefore “Every teacher is a teacher of English because every teacher **is** a teacher in English.”

Rationale

Rivers Educational Support Centre's curriculum develops students' abilities to speak, listen, read and write for a wide range of purposes. Helping students express themselves clearly, through development of vocabulary, both verbally and in writing, supports learning in all subjects and prepares the student for life after school.

Our aim is to develop, where possible, each student's potential to the point where they are reading at, or above, their chronological age, using Baseline data to inform intervention and planning with progress recorded against in class assessments throughout the year.

Intent

- **To 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 their ability to communicate effectively both in school and in preparation for life.
- **To support students' learning in all subjects** with teachers who are clear about the ways in which their work with students contributes to the development of students' literacy skills, thereby increasing students' standards of achievement in literacy and across the curriculum.
- **To promote student understanding of achievement** through assessment in literacy across the curriculum, to identify areas of strength and weakness.
- **To raise students' own expectations of achievement**, thus raising standards and aspirations.
- To recognise that language is central to **students' sense of identity**, belonging and growth.
- **Develop students' confidence** and ability to express themselves.

The Literacy Action Plan 2021-2022 highlights the following commitments:

To prioritise disciplinary literacy

To provide targeted vocabulary in every subject

To develop pupil's ability to read and access academic texts

To breakdown complex writing tasks

To provide opportunities for structured talk

To provide high quality literacy interventions.

Implementation - key requirements

Reading

Reading helps pupils to learn from sources beyond their immediate experience and inspires them to acquire knowledge.

We need to ensure that we:

- Create an environment where reading is promoted across the school.
- Support reading through a range of varied and appropriately differentiated reading resources.
- Reinforce an assessment process which identifies strengths and areas for development, which in turn is used to inform planning and intervention.

Writing

Writing helps pupils to sustain ideas and order thought through planning.

We need to ensure that we:

- Provide students with a range of challenging writing tasks.
- Support writing with frames or scaffolds where appropriate, and use modelling, within subjects.
- Ensure grammar, spelling and handwriting are supported in all subjects.

Speaking and Listening

Discussion helps pupils to prepare, reflect, revise and evaluate the tasks they undertake, and ideas others have contributed.

We need to ensure that we:

- Raise awareness of the importance of speaking and listening across the school.
- Encourage a more efficient approach to the use of speaking and listening tasks in subjects, where appropriate.

In order to achieve the above, The English Department will support the implementation of Bedrock vocabulary and reading curriculum for targeted pupils as part of the Literacy Action plan for 2021-2022.

Promoting Literacy across Rivers ESC

It is the collective responsibility of all staff in all curriculum areas to ensure that literacy is constantly addressed in order to improve standards and raise levels of attainment.

Responsibilities

- **Teachers** across the curriculum will take every opportunity to provide students with the skills and understanding they need to read, write, speak and listen effectively within their subject area.
- **Teaching Assistants** will provide additional scaffolding for students who need more support with literacy skills
- **Students** will take increasing responsibility for recognising their own literacy needs and making improvements.

Therefore staff will:

(Speaking and Listening)

- Lead by example, **encouraging the correct use of Standard English at all times and promoting the idea that it is expected in response**, by correcting students when slang or inappropriate colloquialisms are used.
- Create opportunities for discussions in a range of contexts and forms: whole class discussion, small group discussion, paired discussion, individual contribution, etc.

(Writing)

- Model high standards of presentation. All work to be presented with date and title (where possible).
- Model writing – never assume that the student will know what structure or tone is required. **Use writing frames etc.** to aid extended writing for those who need them.
- Promote punctuation, spelling and grammar within any writing task.
- Take every opportunity to expand vocabulary and range of expression. **Be explicit about what vocabulary or key words you expect** to find in any given piece of writing.

- Expect the use of full sentences within writing tasks wherever possible.

(Reading)

- Provide opportunities for reading as a class, in groups and individually where possible. **Encourage reading aloud tasks/worksheets etc.**, if appropriate to the task.
- Encourage further reading around the subject.
- Promote skimming and scanning skills in lessons.
- Develop students' ability to **locate and retrieve information**; to select and interpret information; to collate supporting details within a text; to collate material from a variety of texts, including different types of text.

(Marking)

- **Use the Rivers ESC literacy marking policy** when assessing students' work. Particularly the correction of misspelt key words, capital letter and full stop errors, grammatically incorrect language such as elision.
- **Display the marking poster in their classroom and/or within student folders.** Underline mistakes and place appropriate symbols in the margin. If no margin available, symbols can be placed next to the error.
- **It is not policy to indicate every single mistake** in students' work especially when marking work of students who have low levels of literacy.
- **Take opportunities to praise**, either verbally or through marking, the effective and accurate use of literacy skills.
- **Encourage the self/peer marking** of literacy with students marking their own or a partner's work with a different colour pen.

Impact

- Learners will develop detailed knowledge and skills across the curriculum and, as a result, achieve well.
- Learners will be ready for the next stage of education, employment or training.
- Where relevant, they will gain qualifications that allow them to go on to destinations that meet their interests, aspirations and the intention of their course of study.