

**‘Students should be taught in all subjects to express themselves correctly and appropriately and to read accurately and with understanding.’**

## **1. Foreword**

*The Oxford English Dictionary defines literacy as; ‘the ability to read and write’. All teachers are therefore teachers of literacy. As such, staff at Carterton Community College are committed to developing the literacy skills of all of our students, which also includes speaking and listening, with the belief that it will support, extend and enrich their learning whilst maintaining high standards across the curriculum. This is because:*

- Students need vocabulary, expression and organisational control to cope with the cognitive demands of subjects
- Reading helps us to learn from sources beyond our immediate experience, extend vocabulary and develop empathy and cognitive skills
- Writing helps us sustain and order thought
- Language helps us to reflect, revise and evaluate the things we do, and on the things others have said, written or done
- Responding to higher order questions encourages the development of thinking skills and enquiry
- Improving literacy can have an impact on students’ self-esteem, motivation and behaviour. It allows them to learn independently and is empowering.

## **2. Aims and objectives**

*The Department for Education (2012) Teacher’s standards state that all teachers must: ‘Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject’. With this in mind, the aims of Carterton Community College are that:*

- All students leave school with purposeful and practical literacy knowledge
- Literacy is embedded across the curriculum in relevant and meaningful ways
- Literacy interventions are in place to ensure progress for all students
- Parents are aware of how to support and develop their child’s literacy.

### **3. Roles and responsibilities**

*'Literacy is a significant issue for all: a recent study found that many employers are providing basic skills training for their school leaver recruits due to the demands of an increasingly complex workforce and the Government has rightly focused on ensuring all young children have the necessary decoding skills'*

*Gavin Barwell MP – Chair of the All-Party Parliamentary Literacy Group*

- **Senior management:** lead and give a high profile to literacy and supporting the literacy coordinators initiatives. Accepting overall responsibility for the delivery of literacy and providing staff training opportunities when and where necessary
- **Literacy coordinator:** supporting departments with the implementation of strategies, encourage the sharing of good practice and continue to advise, inform and deliver strategies to all staff through a coordinated literacy programme – 'the big SPAGHETTI challenge'. Liaise with colleagues to develop whole school literacy (Head of English / SENco / Librarian)
- **Librarian:** Supporting all departments across the curriculum with the provision of literacy. Maintain and run the library, offering enrichment activities to help support and develop students' knowledge and understanding of reading and writing skills. To support subject teachers with reading abilities through monitoring and tracking
- **SENco:** liaise with literacy coordinator regarding low attaining students (level 3 and below) and provide specialist teacher assessment and access arrangements to students who require it. Communicate with all staff about those students with literacy difficulties through the SEN student profiles
- **English Faculty:** provide students with knowledge, skills and understanding they need to read, write and speak and listen effectively. Offer targeted support through a specialist teacher of literacy
- **Teachers across the curriculum:** contribute to students' development of language, since reading, writing, speaking and listening are integral to all lessons. Ensure that subject specific vocabulary is clearly identified and good practice is being modelled and that marking clearly relates to the literacy marking policy. Ensure literacy progress is tracked and monitored with intervention where required
- **Parents:** encourage their children to use a range of strategies they have learn to continually improve their levels of literacy. Communicate

concerns or achievements through form tutors and assist with subject specific spellings where appropriate. To encourage independent reading and reading for pleasure

- **Students:** take increasing responsibility for recognising their own literacy needs and making improvements. Take an active role in identifying subject specific vocabulary and asking teachers for literacy help where needed.

#### **4. Whole school policy**

*“Improving standards of literacy must be a priority for all our schools, as it is instrumental in helping children in every subject. Many pupils are still emerging from school without the confidence and secure literacy skills they need to thrive as adults, the case to improve standards of literacy across the whole curriculum is urgent.”*

*Michael Cladingbowl - Ofsted Director of Schools Policy*

- Continue a whole-school approach to literacy through ‘the big SPAGHETTI challenge’ branding (posters/placemats/displays and tutor resources)
- Maintain staff awareness of key literacy strategies, initiatives and projects which support literacy across the curriculum
- Encourage staff to take responsibility for literacy within their own subject areas as well as deliver whole school strategies such as marking for literacy
- Continue to evaluate the success of strategies through book trawls and surveys in order to further progress literacy
- Actively use the school library and reading programmes such as Accelerated Reader to monitor literacy
- Promote independent, wider reading and develop information literacy skills
- Ensure there is a literacy focus in every lesson where appropriate such as, key words, spellings and planned opportunities for students to practice subject-specific technical terminology.

#### **5. Monitoring and evaluation**

*We make use of available data to assess the standards of students’ literacy. The Head of English and the literacy coordinator will decide how to monitor progress across the school. Approaches to this include:*

- Sampling of work through a book scrutiny – both students subject books and form time literacy books
- Observations and drop ins with a focus on literacy marking and teaching across the curriculum
- Analysis of Accelerated Reader data for KS3
- Staff and student questionnaires and evaluation forms

- Encouraging departments to share good practice by exhibiting or exemplifying students' work.

### **6. Including all students**

*We expect high standards from all of our students at Carterton Community College and they are entitled to our highest expectations and support. Some students will require additional support and others will need to be challenged and extended. Strategies that we use consistently include:*

- Having clear lesson objectives
- Planned use of additional support
- Questioning
- Use of writing frameworks where suitable
- Differentiated resources
- Creating an environment where students evaluate theirs and others work.