



School Policies

Policy title	Literacy				
Written on	February 2012	Reviewed on	May 2017	Next review due	May 2018
SLT link			Governor link		
Copies in	Policies folder ✓	Handbook ✓	Student planner	Website ✓	

This policy has been written in conjunction with the college's Equality policy (Equality Act 2010)

Overview:

Literacy is essential to all learning throughout the school, in all years and across all subject areas, and there will be high expectations for all students as to what they can achieve.

Literacy is also a key element in students' future success and life chances.

Effective delivery of literacy will broaden students' knowledge and experience, increase students' abilities to learn for themselves, build self-esteem and promote the development of good relationships. At Crown Hills Community College, we accept the fundamental principle that literacy is the key to improving learning and raising standards across the curriculum. Poor levels of literacy impact negatively on student self-esteem and progress.

The teaching of literacy is not the responsibility of the English Faculty alone; at Crown Hills, all teachers share responsibility for the teaching of literacy across the curriculum and recognise their statutory responsibilities, as outlined in the National Curriculum. Crucially, we believe that literate students will ultimately emerge as confident and articulate communicators, fully prepared to enter the adult world, whether to continue their academic studies or to enter the world of work.

The Aims of the Policy are to:

- Adopt a whole school approach to literacy across the curriculum in keeping with the principles that were set out in the National Literacy Strategy.
- Enable students to reach and exceed their potential in reading, writing and speaking and listening. Additional provision is to be made for students who do not reach the minimum national expectations at KS3. Support strategies for EAL, SEN and all students will also be employed
- Develop an awareness that literacy is the key for all teaching and learning, with a clear link to success in public examinations.
- Embed literacy across the whole school curriculum and in every lesson using a range of resources including the reading time, ICT and intervention strategies.



- Continue to raise levels of literacy to improve learning and raise standards across the whole college.

The Mandatory Requirements:

- In writing, students should be taught to use correct spelling and punctuation and follow grammatical conventions. They should be taught to organise their writing in logical and coherent forms.
- In speaking, students should be taught to use language precisely and cogently.
- Students should be taught to listen to others respectfully and respond and build on their ideas and views constructively.
- In reading, students should be taught strategies to help them read with understanding, locate and use information, follow a process or argument and summarise, synthesise and adapt what they learn from their reading.

Students should be taught the technical and specialist vocabulary of subjects and how to use and spell these words. They should also be taught to use the patterns of language vital to understanding and expression in different subjects. These include the 'construction of sentences, paragraphs and texts which are often used in a subject, e.g. language to express causality, chronology, logic, exploration, hypothesis, comparison and how to ask questions and develop argument.'

(Qualifications and Curriculum Authority, 1999)

The Policy.

Reading.

- We will allow all students the opportunity to read for pleasure at least twice per week and will actively promote and reward enthusiastic readers.
- We will use allocated time to allow students to develop their literacy skills through puzzles, games, non-fiction reading and other literacy activities.
- All students will have access to their reading ages and will be able to monitor their own progress and development.
- Reading will be endorsed by all staff and the library will be a welcoming and pleasant place which will encourage students to visit.
- Intervention and support will be put in place to target and develop less able readers, reluctant readers and those with specific reading difficulties.



Staff within all subject areas will:

- Model the English language in both verbal and written form.
- Use the college's marking policy for literacy on all assessed pieces of writing to ensure students benefit from consistent feedback.
- Explicitly identify literacy development within short and medium term planning.
- Develop and display key spellings and terminology in subject areas.
- Develop and use writing frameworks pertinent to their subject.
- Provide a dictionary/thesaurus station in their area.
- Develop and use strategies to develop and support students in teaching writing, speaking, listening and reading skills.

The College Will:

- Monitor and support the delivery of literacy focused activities across the curriculum.
- Provide opportunities for whole staff training to develop specific literacy focused strategies.