

Rationale

Literacy underpins the school curriculum by developing students' abilities to speak, listen, read and write for a wide range of purposes, using language to learn and communicate, to think, explore and organise. Helping students to express themselves clearly orally and in writing enhances and enriches teaching and learning in all subjects. All departments and all teachers have a crucial role to play in supporting students' literacy development.

The aims of this policy document are to:

- support students' learning in all subjects by helping teachers to be clear about the ways in which their work with students contributes to the development of students' communication skills;
- 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 students' ability to communicate effectively;
- recognise that language is central to students' sense of identity, belonging and growth;
- raise students' own expectations of achievement, thus raising standards;
- develop students' confidence and self-expression;
- promote knowledge and understanding of the students' standards of achievement and assessment in speaking and listening, writing and reading, and the identification of any areas of strength and weakness.

Aims of the three language modes

Although the following is divided into three sections, Speaking and Listening, Reading and Writing, we recognise that the three language modes are interdependent.

Speaking and listening

Talk is our main means of communication in everyday life and is fundamental to the development of understanding.

We want our students to develop increasing confidence and competence in speaking and listening so that they are able to:

- clarify and express their ideas and explain their thinking;
- adapt their speech to a widening range of circumstances including paired and group discussions and speaking to a larger audience;
- use varied and specialised vocabulary;
- speak for a range of purposes e.g. to narrate, to analyse, to explain, to reflect and evaluate;
- listen with understanding and respond sensitively and appropriately.

Reading

We want our students to enjoy reading, to be able to use their reading to help them learn and to develop increasing confidence and competence in reading so that they are able to:

- read fluently, accurately and with understanding;
- become independent and critical readers and make informed and appropriate choices;
- 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.

Writing

Many lessons include and depend on written communication. We want our students to develop increasing confidence and competence in writing so that they are able to:

- write in a widening variety of forms for different purposes e.g. to interpret, evaluate, explain, analyse and explore;
- develop ideas and communicate meaning to a reader using wide-ranging and technical vocabulary and an effective style, organising and structuring sentences grammatically and whole texts coherently;
- present their writing clearly using accurate punctuation, correct spelling and legible handwriting;
- apply word processing conventions and understand the principles of authoring multi-media text.

Implementation

Successful implementation of this policy is dependent upon the extent to which we:

- take account of the needs of all students, with regard to ethnicity, gender, ability and social and cultural factors;
- value students' language achievements including those in languages other than English and dialects other than standard English;
- structure lessons appropriately in ways that support and stimulate language development and show how learning objectives for students are to be achieved;
- recognise how resources will be organised and used to support this teaching;
- monitor and evaluate the impact of common goals and clear, shared expectations of students' developing ability to talk, read and write effectively and, specifically, establish whether targets have been achieved.

Speaking and listening

- In our teaching we should provide planned opportunities across the curriculum for students to engage in purposeful talk, both formally and informally.
- In planning for talk we should consider pace and timing so that purposeful talk is maintained.
- Whilst teacher exposition is essential we should take account of demands on concentration to ensure that students are required to listen for realistic lengths of time.
- We should give students regular opportunities to speak and listen in the following contexts:
 - in pairs with a working partner;
 - in small groups with opportunities to take on the roles of chair or scribe;
 - with the teacher or another adult;
 - in whole class discussions;
 - presentations to a wider audience;
- In these contexts some of the following activities should take place:
 - exploring and describing events, activities and problems, exploring and developing ideas with others;
 - reporting back to a wider audience in order to consolidate ideas and understanding;
 - asking questions as well as answering them;
 - speculating, hypothesising and imagining;
 - planning, organising and reviewing activities;
 - investigating and solving problems collaboratively;
 - evaluating experiences and reflecting on learning;
 - talking at length and adopting the 'expert' rôle.

Reading

- We should use available data on students' reading levels in order to make informed choices about appropriate texts and to plan appropriate support for pupils in order that they may successfully access texts.
- We should take opportunities to demonstrate pleasure in reading.
- We should make opportunities both in lessons and in tutorial times for students and teachers to share their reading experiences.
- We should provide planned opportunities across the curriculum for students to:
 - read and follow written instructions;
 - read and engage with narratives of events or activities;
 - follow up their interests and read texts of varying lengths;
 - question and challenge printed information and views;
 - read with understanding descriptions of processes, structures and mechanisms;

- read and explore ideas and theories;
- learn how to sift and select, and take notes from text and read to locate and relocate information;
- learn how to scan for overall meaning and scan for key points, words and phrases;
- use reading to research and investigate from printed words and moving images ICT texts.

Writing

- We should draw attention to the purpose and intended readers of each piece of writing. Whilst the audience for students' writing is often teacher and peer group, students should be encouraged to write for a range of intended readers. For example, writing to explain a scientific principle to a younger audience, writing guidance for peers on an aspect of the subject, writing to agencies to elicit information or to express a viewpoint.

We should pay close attention to writing as a learning tool as well as a product of the learning.

- We should help students to appreciate the differences between standard English and non-standard forms of the language.
- We should help students to recognise the appropriate form for their written responses so that they know when to respond in note form and when more formal constructions are required.
- We should limit the use of pre-structured writing e.g. copying, sentence completion, sentence rearrangement.

We should provide planned opportunities across the curriculum for students to:

- make notes from a variety of sources - printed word, moving images and ICT texts;
- use writing to plan organise and record;
- write logs and journals in order to clarify thoughts and develop new understanding;
- plan, draft, discuss and reflect on their writing;
- learn the conventions of different forms of writing in different subject areas e.g. by using writing frames and providing clear models for writing (see Appendix Three);
- write at appropriate length, sometimes briefly;
- write collaboratively with other students;
- present some writing for display or publication.

We should:

- expect high standard of presentation in most of students' finished writing;
- provide good models of particular kinds of writing;
- provide dictionaries, glossaries and lists of appropriate subject vocabulary and encourage students to use them;
- help students to use a range of strategies to learn spellings, including:
 - look – say – cover – write – check;
 - making connections between words with the same visual spelling pattern;
 - `exploring families of words.

Interventions:

Kingsdown caters for boys of complex needs and learning difficulties with gaps in their fluency, vocabulary and both reading and oral comprehension.

Interventions will be targeted by direct, daily teaching during 1-1 sessions by teachers and TAs which may be phonetic and non-phonetic. These can take place in class or withdrawal from class as appropriate. Unfortunately our students find withdrawal as being singled out, therefore missing out on the opportunity offered.

Various strategies must be used whenever students fail to reach their target.

All students are reluctant readers. Shared and paired guided oral reading should take place in reading lessons as well as other subjects whenever possible. Reading for pleasure will be encouraged by starting a Reading Challenge.

To reinforce writing students must be challenged to practice some writing in all subjects.

Tutors can encourage tutees to keep a writing journal. A termly Spelling Challenge which includes subjects' key words of 40 words is given to students.

The Lexia programme for (20mins x 3 per week) and the services of a language therapist (once a week).

Resources

We should aim to provide:

- displays of reading material relevant to the topic or national curriculum subject and of relevant vocabulary;
- relevant material at appropriate levels of interest and difficulty and from a range of text types;
- reading material of high quality which is up to date, relevant, and balanced in its presentation of ethnicity, culture and gender;
- some texts in the first languages of pupils acquiring English as an additional language;
- access to school and public libraries and to ICT sources of information;
- access to appropriate audio visual equipment;
- a classroom environment which is conducive to good literacy practice.

Assessing Literacy across the Curriculum

- When assessing students' work across the curriculum we should value their oral contributions and listening skills alongside their reading and writing.
- We should take into account students' performance in speaking and listening, reading and writing when assessing and reporting on students' progress in subject areas.
- When setting writing tasks we should make explicit to the students the key features of language which will be considered.

Monitoring and Evaluation: We will make use of available data/baseline to assess the standards of pupils' literacy. Senior managers, the Head of English and the literacy co-ordinator, will decide how to monitor progress in the school.

Possible approaches are:

- . sampling work – both pupils' work and departmental schemes;

- . observation – pupil pursuit and literacy teaching;
- . meetings;
- . pupil interviews;
- . scrutiny of development plans;
- . encouraging departments to share good practice by exhibiting or exemplifying pupils' work.

Literacy Priority: September-Autumn Term

1. Improving writing-creating short individual sentences into paragraphs;
2. Improving spelling – all staff to focus on next 300 MCU words for this half term and 5 subject key words.

Reviewed by whole school staff-04/09/15