



SECTION D

STANDARDS and EFFECTIVENESS COMMITTEE: ACHIEVEMENT STRATEGIES

(Overarching Student Achievement Strategy)

D1.7 Literacy Strategy Policy

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a) Rationale

Alder Grange inspires pupils to achieve excellence within and beyond academic work. Excellent command of the English language is a fundamental skill to access learning in all curriculum subjects. Furthermore, it enables the expression of complex ideas and emotions; promotes self-confidence and self-esteem and provides the foundations for successful careers and personal relationships. Therefore, successful development of literacy skills is fundamental to all aspects of educating the whole child.

Our aim is to teach literacy across all curriculum subjects and through form tutorial activities. Each and every teacher, with the support of curriculum support staff, is responsible for the literacy development of all pupils with whom they have contact. Literacy is woven into the development of pupils and students through each element of our teaching and learning and pastoral programmes.

b) Purposes

1. To ensure that pupils have the necessary literacy skills to be able to access curriculum learning materials within each subject.
2. To enable the development of subject literacy through the direct teaching of the literacy skills required in each subject. This might be through the teaching and modelling of subject terminology, for example.
3. To provide pupils with opportunities in every subject to enhance their literacy skills. This might be, for example, through opportunities for group reading of curriculum learning materials.

c) Guidelines

1. All year 7 pupils have a tutorial spelling booklet which they can use across the curriculum and which they use in registration and tutorial time to learn and test spellings. If form tutors feel that a pupil is working on an inappropriate list of spellings they should change the list or, if in doubt, speak to the pupil's English teacher.
2. All teachers have access to the teacher and pupil resources on the school website and the literacy area of the staff drive. These can be used for teacher reference and for setting tasks.
3. Within English, all pupils at KS3 have a reading journal and independent reading book. They are rewarded with badges and certificates for reaching milestones with their reading.
4. Pupils are also given the opportunity to record the titles of books they are reading in the reading log page in their planners.

d) English Teachers

1. Incorporate the teaching of literacy into all aspects of good teaching and learning. Literacy is a feature of planning, delivery and assessment. Provide opportunities for pupils of all levels to develop skills in reading, writing and speaking.
2. Use of blue highlighter pen as appropriate to highlight literacy errors, and encourage the use of S.O.S. (Sharpen Our Skills) sheets.
3. Ensure that pupils have adequate time (RT) and resources to correct errors in subsequent lessons.
4. Model the use of Standard English in spoken as well as written forms.
5. Incorporate independent reading activities into lessons, including library lessons, and make systematic use of reading journals. English teachers will notify ALs when certificates and badges are due for presentation.

e) Teachers of subjects other than English

1. Incorporate the teaching of literacy into all aspects of good teaching and learning. Literacy is a feature of planning, delivery and assessment. Provide opportunities for pupils of all levels to develop skills in reading, writing and speaking and listening.
2. Use blue highlighter pen to highlight literacy errors in written work. *This is a way to develop specific literacy skills and to reinforce and internalise the learning of key literacy skills.*
3. Ensure that pupils have adequate time (RT) and resources to correct errors in subsequent lessons.
4. Model the use of Standard English in spoken as well as written forms.

f) Pupils

1. Apply themselves across the curriculum to their literacy target.
2. Learn their tutorial spellings and use the spelling booklet appropriately in lessons and/or tutorial time.
3. Make use of RT to correct highlighted errors.
4. Set personal targets based on previous errors to avoid repetition.
5. Have an independent reading book at all times.

g) Parents and Carers

1. Support the school's literacy policy by praising successes and supporting with weaknesses that have been identified by teachers.
2. Discuss independent reading activities with pupils.

h) Achievement Leaders

1. Support form tutors with the use of literacy tutorial resources.
2. Provide positive reinforcement of independent reading through issuing badges and certificates in assembly when notified by English teachers.

i) Form Tutors

1. If there any concerns about any aspect of a pupil's literacy, form tutors should liaise with the English teacher, in the first instance.
2. Form tutors should devote at least one morning registration period per week to reading, either pupils reading independently or through the sharing of a common text read aloud by the tutor.
3. Ensure that all pupils have an independent reading book with them.

j) Curriculum Leaders

1. Support subject teachers in their teaching and assessment of subject literacy.
2. Support subject teachers in making assessment judgements about literacy targets.
3. Ensure that literacy has a suitably high profile in all elements of self-evaluation such as lesson observations, work scrutiny, target-setting and INSET/development.

k) Other Senior Staff

1. Ensure that literacy has a suitably high profile in all elements of self-evaluation such as lesson observations, work scrutiny, target-setting and INSET/development.
2. Provide resources and support for the development of literacy at whole school level.

l) Literacy Reps

1. Attend the regular literacy working group meeting.
2. Feedback to departments to ensure that all teachers are up to date with the development of literacy at whole school level.
3. Bring examples and contribute ideas to working group meetings as agreed by the working group.

m) Literacy Co-ordinator

1. Arrange and chair working group meetings.
2. Update resources regularly.
3. Provide support as necessary to subject teachers.
4. Maintain the focus of literacy as a whole school initiative and update annually the literacy self-evaluation document.