KING JAMES'S SCHOOL, KNARESBOROUGH

POLICY STATEMENT

Literacy Policy

See also:
- English Faculty Policy
- SEN Inclusion Policy
- Learning Support Department Literacy Policy
- Staff handout: Literacy Marking 2011/12
- Student guidance on Literacy Marking 2011/12

Rationale

- Effective literacy skills are fundamental to raising pupils' self-esteem and attainment; they enable independent and lifelong learning. We aim to promote all pupils' confidence in speaking, listening, reading and writing.

- All teaching contributes to pupils' development of language since speaking, listening, reading and writing are integral to all learning. Literacy is therefore most effectively taught through a whole school approach in which all teachers and senior management recognise the importance of literacy skills and actively promote their development.

Principles

- Pupils should be taught in all subjects to express themselves correctly and appropriately and to read accurately and to demonstrate understanding.

- In writing, pupils should be taught to use correct spelling and punctuation and follow grammatical conventions. They should also be taught to organise their writing in logical and coherent forms.

- In speaking, pupils should be taught to use language precisely and cogently.

- In reading, pupils should be taught strategies to help them read with understanding, to locate and use information, to follow a process or argument and synthesise what they learn from their reading.

- Pupils 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 eg. language to express causality, chronology, logic, exploration, hypothesis, comparison, and how to ask questions and develop argument.

- The school will foster a love of reading as an end in itself.

Roles and Responsibilities

- <u>Deputy Head (Curriculum) or Assistant Head</u> - monitor the implementation of the whole school literacy policy and its impact; promote awareness of literacy developments within school and the community; ensure that all staff receive guidance on literacy teaching.

- <u>Faculties/Departments</u> – identify the literacy skills needed in their own subject and develop strategies for teaching these; evaluate the impact of these strategies; ensure that literacy skills are embedded in Schemes of Work for all year groups; identify and teach key words needed for that

subject; implement whole school strategies and develop literacy skills (focus for 2011/12 is improving sentence construction).

- English Faculty – as above, plus – assist SEN department in monitoring levels of literacy; contribute expertise to the development of whole school literacy strategy; promote events to raise the profile of reading and literacy eg. Spelling Bee; develop abilities in spelling, punctuation and grammar through a coherent scheme across year groups; support key cohorts' literacy needs eg. Study+ programme.

- Special Needs Department – monitor levels of pupils' literacy and run intervention programmes; manage the transfer of information on literacy levels from KS2 to KS3

- Libraries and Information Services – ensure that resources are available to assist subjects in literacy development; contribute to raising awareness of literacy and reading within school community

- Student Services – with SEN, co-ordinate the transfer of information on pupils' literacy levels from KS2 to KS3; promote literacy and reading through events and activities, as appropriate; with SEN, tutors and HOYs/KS Co-ordinators identify and monitor pupils who need additional support in literacy skills e.g. through homework club, tutor interviews

Monitoring

- SEN/English Faculty – monitor levels of attainment and ensure appropriate intervention programmes are made available; monitor the impact of intervention programmes.

- Deputy Head (Curriculum) – monitor adherence to whole school literacy and related policies (e.g. marking) through QA measures.

- Faculties/Departments – monitor impact of own literacy strategies through QA such as work reviews and learning walks.