Policy for

Literacy across the Curriculum

Cambian Spring Hill School

Policy Author / Reviewer	Ursula Bonthron / Samantha Campbell
Approval Date	2021-07-23
Next Review Date	2022-07
Version No	1
Policy Level	Local
Staff Groups Affected	All Staff

Contents

1. Monitoring & Review

The Policy Author will undertake a formal review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later one year from the date of approval shown above, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Signed:

Samantha Campbell

Principal

July 2021

2. Rationale

The development of literacy skills across all curriculum areas is vital. Effective literacy across the curriculum will develop students' ability to:

- Write for a variety of purposes and audiences, collect information, organise ideas and write accurately to express themselves and their views across subject areas

- Access information and read with understanding and comprehension

- Speak and listen effectively across a range of contexts, developing their ability to negotiate, hypothesise, present information and extend and clarify their ideas and thinking

It will also have an impact on students' self-esteem, motivation and ability to work independently. At Cambian Spring Hill School, we believe that we should equip our pupils with the necessary transferable skills to be fully literate in the 21st century and, as such, literacy is at the heart of the school's core curriculum values.

"The importance of literacy has been recognised by governments across Europe and beyond. A recent European Union report spoke of a 'literacy crisis that affects every country in Europe':

> If smart growth is about knowledge and innovation, investment in literacy skills is a prerequisite for achieving such growth… Our world is dominated by the written word, both online and in print. This means we can only contribute and participate actively if we can read and write sufficiently well. But, each year, hundreds of thousands of children start their secondary school two years behind in reading; some leave even further behind their peers... Literacy is about people's ability to function in society as private individuals, active citizens, employees or parents...

Literacy is about people's self-esteem, their interaction with others, their health and employability. Ultimately, literacy is about whether a society is fit for the future."

Ofsted: Improving Literacy in Secondary School: A Shared Responsibility 2013

https://www.gov.uk/government/publications/improving-literacy-in-secondary-schools-a-shared-responsibility

Final report of the EU High Level Group of experts on literacy, 2012;
https://op.europa.eu/en/publication-detail/-/publication/96d782cc-7cad-4389-869a-bbc8e15e5aeb

3. Priorities and Intended Outcomes

These will be decided as a result of in-school auditing, e.g. work scrutiny, observations, departmental review, data analysis (including teacher assessment) and pupil voice. Annual development and intervention plans will be adapted to take account of findings and support the on-going progress of literacy across the curriculum.

4. Specific Strategies to include in Planning, Teaching, and Learning

- Highlight the importance of subject specific literacy and technical vocabulary with learners
- Highlight the links between reading, writing, speaking and listening and ensure progression in all four skills

See appendix for additional specific support for reading, writing, speaking and listening.

5. Assessment

- Departments will comment on the literacy skills demonstrated by pupils as part of on-going formative and summative assessment. Relevant success criteria will be made explicit to students.
- Departments will take students' literacy skills into account when giving feedback to parents.
- Departments will demonstrate high expectations over the standard and presentation of all written work.
- Assessment of students' literacy skills will feed into future planning
- Departments will allow students to access recognisable accreditation when this is appropriate

6. Responsibilities

Senior Leadership Team

The SLT will:

- Lead on literacy across the curriculum and ensure it has a high profile
- Liaise with the Literacy Coordinator and hold them to account when tracking progress and monitoring impact
- Ensure robust CPD and networking opportunities for the Literacy Coordinator in order to secure best practice

Literacy Coordinator

The Literacy Coordinator will:

- Work with SLT to audit current provision, determine priorities and plan strategy
- Ensure effective development of whole school policy and practice
- Establish communication and liaison between curriculum areas and opportunities to develop and share good practice through leading moderation exercises
- Monitor and evaluate the effectiveness of literacy work across the school with SLT
- Facilitate and lead in-house CPD in relation to the development of literacy across the school
- Ensure each half term we have a specific literacy activity involving all students across the school
- Ensure the school library is used regularly and visits are planned to local libraries.

Teachers

Teachers across all subject areas will:

- Adopt a consistent approach to teaching literacy skills in lessons
- Be familiar with and implement a range of strategies aimed at equipping students with the necessary literacy skills to succeed
- Indicate, in medium and long-term planning, where literacy skills will be explicitly taught
- Mark for literacy where appropriate, commenting on the skills demonstrated by students and identifying next steps/how to improve

Parents & Carers

Parents and carers will be encouraged to:

- Support their child to practice the range of strategies they have learned

Learning Support Assistants

LSAs will:

- Work cohesively with teaching staff and support students to take increasing responsibility for recognising their own strengths and areas for development and identifying next steps for improvement

7. Monitoring and Evaluation

Senior Leaders and the Literacy Coordinator will monitor progress regularly and will report back to staff, parents/carers, individual students and governors; the following methods will be used:

- Work sampling

- Observations and learning walks

- Student interviews

- Scrutiny of development plans and departmental planning

- Data analysis

8. Appendix 1 – Specific Strategies

Reading

Students will have opportunities to:

- Develop research skills using print, media and multi modal texts

- Develop ability to skim and scan texts, highlighting essential information

- Develop comprehension skills

- Develop confidence in handling a variety of texts

- Read an increasingly wide variety of texts

- Receive bespoke 1:1 intervention, as required, further to analysis of data in addition to feedback from teaching staff/LSAs

Teachers will aim to:

- Specifically highlight reading strategies to support students, e.g. skimming, scanning, re-reading to check meaning, predicting, empathising

- Highlight structure, layout, format and other "signposts" in texts typical of their subject

- Support students in developing effective highlighting and note-making skills

- Support students in developing their ability to interrogate texts to access literal and implicit meanings. e.g. through the use of DARTs activities

- Support students in recognising and challenging bias

- Support students to read independently and explore a wide range of texts including multimodal

- (if appropriate) With the support of the SENCo, plan for the use of appropriate BDA strategies to ensure engagement and develop understanding of texts

- Develop acquisition and use of a wide-ranging vocabulary

Writing

Students will have opportunities to:

- Write in a variety of forms for different purposes and audiences

- Plan, draft and discuss their writing

- Review different texts, developing their understanding of key features of a range of text types

Teachers will aim to:

- Offer student a range of appropriate models for writing and highlight the key features and criteria for success for each one

- Provide support for effective planning

- Model writing (e.g. the first paragraph) to show students what is required with the aim to promote competence and confidence.

- Use shared and guided writing where appropriate

- Offer opportunities to complete extended pieces of writing

- Encourage students to produce creative writing following appropriate preparation

- Use a multimedia approach to reflect the importance of new communication technologies such as the internet and digital media to encourage research and informed discussion as well as providing stimuli and material for written tasks

- Support students with spelling strategies

- Develop effective proofreading strategies

Speaking and Listening

Students will have opportunities to:

- Use talk for a range of purposes and audiences and in formal and informal contexts

- Use talk to develop, extend and present ideas

- Use talk to hypothesise and test theories

- Use talk to solve problems and work collaboratively

- Listen for specific purposes

Teachers will aim to:

- Provide opportunities to present ideas in a range of formal and informal contexts

- Use questioning techniques (e.g. no hands up, paired talk, use of Blooms Taxonomy to formulate questions, thinking time, open questions) to extend thinking and generate new questions

- Use a variety of grouping strategies (e.g. pairs, triads)

- Support helpful talk behaviours (e.g. building, challenging, questioning, summarising)

- Give students the opportunity to take on various roles within a group (e.g. scribe, chair)

- Model effective listening

- Provide a clear focus for listening

- Direct LSAs purposefully, taking into account specific SaLT strategies identified as a consequence of specific intervention

Cambian

Literacy Grid

SPEAKING
We aim to enable our students to
- express ideas clearly and explain their thinking
- use varied and specialised vocabulary
- speak for a range of purposes such as narration, analysis or explanation
- adapt speech for different purposes such as group discussions, presentations or drama

In order to achieve this, we use a variety of strategies like
- team problem solving exercises such as Avalanche Survival or Desert Island Decisions
- role-plays
- questionnaires that require students to defend their points of view
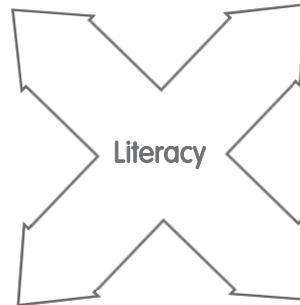- discussion
- pair work

READING
We aim to enable our students to
- read fluently, accurately and with understanding
- use techniques such as skimming, scanning or highlighting to aid comprehension of a text
- to carry out research, gather and process information from a variety of written sources
- read texts critically with an awareness of style, tone and register

In order to achieve this, we use a variety of strategies like
- Directed Activities Related to Text (DARTS)
- making reading a regular activity in class, using fiction and non- fiction texts from different media
- Hot Topics (The National Literacy Trust's resource that taps into current popular topics or trends to engage young readers. Examples are: The Great British Bake Off, Spooky Stories, Greta Thunberg)
- The use of levelled readers for younger or less able pupils
- gap-filling

Literacy

WRITING
We aim to enable our students to
- write clearly and accurately
- spell correctly, use accurate punctuation and grammar
- use a wide-ranging vocabulary
- write competently for different purposes and audiences
- use relevant computer programs such as word-processing or email correctly

In order to achieve this, we use a variety of strategies like
- ability groupings
- the use of "The Write Stuff" by Jane Considine (This is a programme that brings clarity to the mechanics of writing. gap-filling (sometimes in conjunction with a listening activity such as a podcast or a pop song, which may then lead to a discussion and/ or more expanded writing)
- word searches
- story chains
- finishing a story together or individually, usually preceded by reading or story telling
- the use of visuals to encourage discussion and introduce/ enhance topic specific or technical vocabulary

LISTENING
We aim to enable our students to
- listen for comprehension
- pick out key words and technical terms
- identify tone and register of language used and the main points being made
- recognise cues to speak and respond appropriately

In order to achieve this, we use a variety of strategies like
- watching video clips with either questions or grids (Who, what, how, why), sometimes to be completed during the video, sometimes afterwards
- listening to podcasts, again with questions or grid
- pupils creating questions during listening
- listening to teacher or each other
- continuing an unscripted role play
- The vast majority of listening tasks are accompanied by at least one or two of the other skills e.g. a text or a discussion as an introduction to the topic, possibly followed up with a writing task or more discussion after the listening element