



BROUGHTON HALL HIGH SCHOOL

LITERACY POLICY

AIMS AND OBJECTIVES

At Broughton Hall, we recognise that the development of literacy is an entitlement for all pupils and the responsibility of the whole school community. Broughton Hall High School will provide pupils with every opportunity to develop their literacy skills.

Aims of the policy:

- to recognise that all teachers are facilitators of literacy through their subject
- to raise individual literacy attainment at every level of ability
- to ensure that all pupils have the opportunity to become effective readers, writers and communicators.

Objectives:

- To involve all staff in the assessment and implementation of literacy
- To provide all staff with strategies to encourage literacy development

ORGANISATION

The Literacy Co-ordinator along with SMT will lead and support Literacy development by:

- regular, termly, audits of current literacy procedures and practices
- planning, organising and leading staff training
- collation of information and data related to literacy

IMPLEMENTING THE POLICY

Each curriculum area will seek to promote the links between reading, writing, speaking and listening within their own subject area.

In all subjects, teachers will provide pupils with opportunities to improve their literacy development by:

(in reading)

- identifying different reading strategies, which are suitable for their subject area (skimming, scanning, detailed reading)
- encouraging pupils to de-code specialised vocabulary
- drawing pupils' attention to the structure and layout of a text
- drawing pupils' attention to the purpose of a text (inform, advise, persuade, imagine)

(in writing)

- providing pupils with modelled and annotated examples of writing, so that pupils know what is required of them.
- defining the appropriate style for pieces of writing
- displaying useful phrases to help pupils link and develop their ideas
- teaching pupils to spell subject specific vocabulary, through subject spelling lists and spelling strategies.
- encouraging pupils to re-draft their work

(in speaking and listening)

- appreciating the differences between Standard English and non-standard dialect forms
- developing ideas through group and pair work
- developing ideas through drama and role-play

Each subject area will be expected to:

- identify how they are meeting the school's literacy policy through their departmental handbook
- ensure that all schemes of work refer to literacy development
- provide a range of practical strategies, specific to their curriculum area, to encourage literacy development.

Timeline of implementation:

17/1/12- presentation of policy to SMT and feedback.

20/2/12- 26/3/12- literacy audit to be conducted within each department and information to be collated with regards to areas for development.

24/3/12-28/5/12- develop teaching and learning strategies to aid departments with literacy development. Begin to implement these strategies within departments. (INSET day provided on reading strategies Sep 2012 and a twilight session on differentiating literacy. Literacy boxes were put into hubs to aid departments, but this is under review. Literacy check sheets are in year 7 hubs to encourage independent checking of Literacy across subjects. Literacy posters are being put up across the hubs.)