



## Broughton Hall Catholic High School

# LITERACY POLICY

### AIMS AND OBJECTIVES

At Broughton Hall Catholic High School, we recognise that the development of literacy is an entitlement for all pupils and the responsibility of the whole school community. Broughton Hall Catholic 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
- to support staff with embedding literacy in lessons and schemes of work

### ORGANISATION

The Literacy Coordinator 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
- liaising with departments on their specific literacy needs and providing guidance

### 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 ensure pupils are provided with opportunities to improve their literacy development by:

#### (in reading)

- encourage reading for pleasure whenever possible
- 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) and teaching features of text type

#### (in writing)

- providing pupils with modelled and annotated examples of writing, so that pupils know what is required of them.

Reviewed: March 2017

Next Review: March 2018

- 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, including Look-Say-Cover-Write-Check
- highlighting errors when they occur and give time to correct these errors
- marking work according to the school's Literacy Marking Policy which is displayed in each room and also in pupils workbooks
- ensuring pupils respond to marking
- ensuring students plan, draft, discuss and reflect on their writing
- encouraging pupils to re-draft their work
- ensuring students appreciate the differences between standard English and non-standard forms of the language

**(in speaking and listening)**

- ensuring pupils appreciate the differences between Standard English and non-standard dialect forms and modelling correct speech in lessons for pupils
- developing ideas through group and pair work and whole class discussions
- developing ideas through drama and role-play
- encouraging pupils to engage in purposeful talk, both formally and informally
- encouraging pupils to talk using subject specific terminology
- provide opportunities for students to give presentations to a wider audience

**Each subject area will be expected to:**

- nominate a link teacher who will feedback to the department on new developments and discuss concerns/needs that arise
- 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 such as writing frames, key terminology, and modelling features of text type
- display key terminology as appropriate

**Within Tutor time, tutors will:**

- demonstrate their belief in the importance of reading for pleasure and model good reading habits
- encourage students to read for pleasure on a regular basis
- share recommendations of interesting and appropriate literature

**Timeline of implementation:**

Monitoring and auditing literacy across the curriculum will be done through lesson observations, learning walks, book monitoring, auditing schemes of work, staff voice, pupil voice, literacy assessment on-line and collecting data from the SPG component in GCSEs which is assessed separately in some GCSEs including English, RE, History and Geography.

**M. Greenwood - Literacy Coordinator**