



Daubeney Middle School

**Literacy Across The
Curriculum Policy**

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

QCA Use of Language Across the Curriculum

Making links between curriculum subjects and areas of learning can deepen children's understanding by providing opportunities to reinforce and enhance learning. It can enrich the curriculum and support achievement and enjoyment.

All teachers are teachers of literacy. As such, the staff of Daubeney Middle School are committed to developing literacy skills in all of our pupils, in the belief that it will support their learning and raise standards across the curriculum, because:

- pupils need vocabulary, expression and organisational control to cope with the cognitive demands of subjects;
- reading helps us to learn from sources beyond our immediate experience;
- writing helps us to sustain and order thought;
- language helps us to reflect, revise and evaluate the things we do, and on the things others have said, written or done;
- responding to higher order questions encourages the development of thinking skills and enquiry; improving literacy and learning can have an impact on pupils' self-esteem, on motivation and behaviour. It allows them to learn independently. It is empowering. All schemes of work and most, although not all lessons, will include specific literacy objectives whenever necessary.

These objectives will inform what is taught, how it is taught, what is learnt and how it is learnt. Literacy should also form part of lesson plenaries when it is appropriate to the focus of the lesson.

Implementation at Whole-School Level

Language is the prime medium through which pupils learn and express themselves across the curriculum, and all teachers have a stake in effective literacy.

Roles and Responsibilities

- **Senior Managers:** lead and give a high profile to literacy;
- **English Department:** provide pupils with knowledge, skills and understanding they need to read, write and speak and listen effectively;
- **Teachers across the curriculum:** contribute to pupils' development of language, since speaking, listening, writing and reading are, to varying degrees, integral to all lessons;
- **Literacy co-ordinator:** supports departments in the implementation of strategies and encourages departments to learn from each other's practice by sharing ideas;
- **Parent/carers:** encourage their children to use the range of strategies they have learnt to improve their levels of literacy;
- **Pupils:** take increasing responsibility for recognising their own literacy needs and making improvements;
- **Governors:** an identified governor could meet with staff and pupils and report progress and issues to the governing body and to parent/carers in the governors' annual report.

Across the School We Shall:

- Identify the strengths and weaknesses in students' work from across the school;
- Adopt the 'Framework' objectives as a way of planning for and assessing literacy skills;
- Adapt the identified literacy cross-curricular priorities for each year;
- Seek to identify progression in the main forms of reading, writing, speaking and listening undertaken in each department and strengthen teaching plans accordingly;
- Plan to include the teaching of objectives to support learning in own subject area;
- Review this literacy policy annually.

Speaking and Listening

We will teach pupils to use language precisely and coherently. They should be able to listen to others, and to respond and build on their ideas and views constructively.

We will develop strategies to teach pupils how to participate orally in groups and in the whole class, including: using talk to develop and clarify ideas; identifying the main points to arise from a discussion; listening for a specific purpose; discussion and evaluation.

In order to achieve the above aim we have agreed the following principles :

- A tolerant and supportive atmosphere will be promoted in all classrooms in order to encourage pupils' oral language development;
- Pupils will use talk both for learning and communicating;
- Talking and listening needs to be seen by pupils as interrelated with reading and writing;
- Activities used to promote oral language development will require detailed planning and careful management if they are to be purposeful, challenging and enjoyable for pupils;
- Pupils will be helped to understand and use confidently the particular language of their subject;
- Pupils will be taught how to adapt their oral language to different situations and know when it is appropriate to use Standard English;
- Opportunities will be created for all pupils to participate in :
 - * individual work * small group work
 - * pair work * whole-class discussion
- Whole-class and small-group discussion will be carried out in accordance with the ground rules agreed by all staff;
- Opportunities will be created for pupils to reflect on their achievements in oral work;
- Talking and listening will occasionally contribute to subject assessment.

Reading

We aim to give pupils a level of literacy that will enable them to cope with the increasing demands of subjects in terms of specific skills, knowledge and understanding. This applies particularly in the area of reading (including from the screen), as texts become more demanding.

All of our pupils have an entitlement to become confident and fluent readers. We will build on and share existing good practice. We will teach pupils strategies to help them to: read with greater understanding; locate and use information; follow a process or argument; summarise; synthesise and adapt what they learn from their reading.

In order to achieve the above aim we have agreed the following principles.

- Reading will be promoted as a worthwhile activity in all subjects with pupils given opportunities to learn how to read to gain ideas, information and stimulus from a range of texts;
- The links between reading, writing, talking and listening will be recognised and exploited to enhance pupils' language development;
- A range of relevant reading resources will be available for pupils' information and enjoyment;
- A range of teaching and learning strategies will be used to support and reinforce pupils' reading development;
- Pupils' textbooks and photocopied material will be monitored regularly to ensure that the reading level is both appropriate and challenging;
- Pupils will have the format of texts explained to them in every subject.
- Pupils will be encouraged to record key vocabulary from all subject areas in their school planner, exercise book, subject notebook or I.T. file;
- All departments will be aware of the library as a central resource and Heads of Departments will confer with the school librarian to ensure the buying policy of the library reflects the needs of their subject.

Writing

It is important that we provide for co-ordination across subjects to recognise and reinforce pupils' language skills, through:

- Making connections between pupils' reading and writing, so that pupils have clear models for their writing;
- Using the modelling process to make explicit to pupils how to write;
- Being clear about audience and purpose;
- Providing opportunities for a range of writing including sustained writing;
- Pupils need to see writing as interrelated with talking and listening and reading;
- Pupils will have opportunities to write in a range of forms;
- Pupils will be taught to express themselves correctly and appropriately in writing. They will be helped to learn and write the spellings of technical words and any new vocabulary in each subject;
- Pupils will be made aware of the expected learning outcomes for each writing task;
- Pupils will have access to models or examples of different forms of writing;
- Responses to pupils' writing will be encouraging in tone and take account of both the content and the secretarial skills; the correction of errors will be carried out in accordance with the agreed whole-school marking policy;
- The assessment of pupils' writing will indicate how they can improve;
- Pupils will be encouraged to proof read their work for secretarial errors of spelling, punctuation and syntax, either on their own or with their writing partners;
- Pupils will be helped to appreciate that redrafting does not only mean writing out a neat version. Rather, it may involve a fundamental re-organisation of the text to clarify meaning;
- Pupils will have access to a dictionary or thesaurus in each subject area;
- Pupils will receive similar messages from all teachers, on the agreed standards of presentation of their written work;
- Pupils will have access to Word Processing facilities wherever possible;
- V-COP strategies to be used across all curriculum areas;

Writing Non-fiction

Each department will:

- teach pupils how to write in ways that are special to that department's subject needs;
- liaise with the English department to help decide when the generic **text types** are best introduced in Year 7.

The text types are:

- *information;*
- *recount;*
- *explanation;*
- *instruction;*
- *persuasion;*
- *discursive writing;*
- *analysis;*
- *evaluation;*
- *formal essay.*

Spelling:

Each department will:

- identify and display key vocabulary;
- revise key vocabulary;
- teach agreed learning strategies which will help pupils to learn subject spelling lists;
- concentrate on the marking of high-frequency and key subject words taking into account the differing abilities of pupils;
- test or revise high frequency words regularly;
- set personal spelling targets.

Monitoring and Evaluation

We will make use of available data to assess the standards of pupils' literacy. Senior managers, the Head of English and the literacy co-ordinator, will decide how to monitor progress in the school.

Possible approaches are:

- sampling work – both pupils' work and departmental schemes;
- observation – pupil pursuit and literacy teaching;
- meetings;
- pupil interviews;
- scrutiny of development plans;
- encouraging departments to share good practice by exhibiting or exemplifying pupils' work.

Including All Pupils

Differentiation

Daubeney Middle School pupils are entitled to our highest expectations and support. Some will need additional support and others will need to be challenged and extended. Strategies that we can use include:

- questioning;
- adjusting the demands of the task;
- the use of additional support;
- use of group structures;
- resources;
- making objectives clear;
- creating an atmosphere where pupils evaluate their own others' work.

The More Able

We will seek to:

- identify able pupils;
- promote ways of structuring learning for able pupils by using challenging objectives based on the Literacy Strategy;
- develop a teaching repertoire which supports and challenges able pupils.

English as an Additional Language

Our pupils learning EAL need to hear good examples of spoken English and also to refer to their first language skills to aid new learning in all subjects of the curriculum. The use of their first language enables them to draw on existing subject knowledge and to develop English language skills in context. For example, a group of pupils can learn about paragraph organisation in their mother tongue.

SEN

Special Needs is a whole-school issue and every teacher has a responsibility to help meet the special needs of the pupils whom they teach.

We will teach our pupils with special educational needs appropriately, supporting their learning and providing them with challenges matched to their needs, through using a range of teaching strategies such as guided group work, writing frames and oral activities.

Assessment

Available data from Key Stage 1 and Year 4 should be used to inform planning and to assist us in responding to early pieces of work in Year 5. We can also use this data to set numerical and curricular targets for each cohort.

Regular tracking of the pupil's progress should be shared and used by all staff to inform their subject curricular planning.

The best assessment informs lesson-planning and target-setting and helps us to maintain the pace of learning for our pupils.

The English Department

In addition to all the whole-school aspects of this policy, the English teachers at Daubeney Middle School have a leading role in providing pupils with the knowledge, skills and understanding they need to read, write, speak and listen effectively.

The English department is well-placed to offer good advice and expertise.

The role of the English department includes:

- Contributing to the whole school audit;
- A key role in identifying literacy priorities, targets and objectives and particular contribution they can make;
- Making a contribution to the action plan;
- Using data to identify curricular targets;
- Writing the department action plan to achieve these.

Key Priorities Agreed for 2010:2011

- ***Formal writing;***
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- ***Encouraging up-leveiling through V-COP;***
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- ***Using inference and deduction skills to make meaning of reading;***
- ***Review of school priorities will take place: September 2011.***

Daubeney Middle School is committed to raising standards of literacy in all its pupils, through a co-ordinated approach.

Every teacher has a role to play in this process.

The current English Co-ordinator is:

Mrs L Birchall

The Governor responsible for English is currently:

Mrs C Bray

This policy was presented to the Governing Body:

10th February 2011

Signed on behalf of the Governing Body:

Date for review:

February 2013