

CATOR PARK SCHOOL

LITERACY POLICY

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Co – ordinator

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Cross-curricular co-ordination:

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STATEMENT OF AIMS

Our aim at Cator Park School is to develop and extend the literacy of all students in every area of the curriculum so that they become increasingly confident in their ability to communicate. This encompasses competency in reading, writing, speaking and listening. All students should be given opportunities to extend their literacy skills in a wide range of different contexts across the curriculum.

Texts and technologies relevant to this policy include spoken and written language, electronic and print media, still and moving images.

We recognise that all staff are teachers of literacy. The literacy development of our students is a responsibility that we all share and is not the exclusive preserve of any one department.

WHAT IS LITERACY?

Being literate involves the ability to make meaning from texts as well as decode them. It also involves the ability to create texts. It is closely linked with oracy.

- Literacy is a tool for communicating and developing thought processes
- Language development is rooted in social interaction
- Literacy is at the heart of learning – across the whole curriculum
- Literacy teaching should not be decontextualised
- There is more to Literacy than technical accuracy (ie spelling, grammar and punctuation)

- **ASSESSMENT:**

On entry, all pupils will sit NFER CAT and NFER Group Reading Tests. These will be used to aid setting in all subject areas together with KS2 SAT results and teacher assessment levels.

CLASSROOM ENVIRONMENT

We recognise that the classroom environment is an integral part of the literacy programme.

Ideally each classroom should:

- Display work rules
- Display marking symbols
- Highlight subject specific language
- Contain a dictionary
- Celebrate literacy across the curriculum
- Provide a wide range of literacy resources, including pupil's work.

RAISING ACHIEVEMENT THROUGH LITERACY

Pupils should be taught to express themselves clearly in both speech and writing, and develop their reading skills. They should be taught to use grammatically correct sentences and to spell and punctuate in order to communicate effectively. In addition pupils should be aware of the importance of using the appropriate forms for presentation.

It must be clear that the development of language skills is an entitlement for all pupils and a responsibility of all teachers.

To be successful learners, pupils need to be given opportunities to:

- Speak clearly and effectively to convey information and ideas to a variety of audiences;
- Listen attentively to others to understand their meanings, intentions and feelings;
- Read confidently to gain ideas, information, stimulus and enjoyment from texts;
- Write accurately and appropriately to express understanding and present information and imaginative ideas.

Subjects other than English make distinctive demands on pupils' vocabulary and use of language. To achieve success, pupils need to be able to use the specialist vocabulary associated with a subject, accurately and easily. They also need to be able to use relevant written forms, some of which are used generally and some of which are subject specific. Pupils need to be able to apply their understanding of language and written forms to particular contexts.

LITERACY IN PRACTICE

When preparing lessons it is important to recognise that reading is not a passive process in which readers assimilate information and ideas uncritically from the printed work. It is a complex, active process that enables them to construct meaning. All pupils need support to become adept at this process and to develop the confidence to tackle both familiar and unfamiliar texts independently. This support is best provided through the use of DARTS (Direct Activities Related to Texts).

CROSS-CURRICULAR PRACTICE

Literacy teaching underpins the whole school curriculum and should form an integral part of lesson planning and delivery in all subject areas. All pupils will be issued with vocabulary books which they will be expected to use in all lessons. These will be used for general spellings, definitions and subject specific vocabulary.

RAISING LITERACY OF THE LEAST ABLE

In years 8 and 9, pupils in modern foreign language sets 7 and 8 will be given extra literacy lessons instead of studying a second modern foreign language.

EXTENDING LITERACY OF THE MOST ABLE

The more able students will be encouraged to widen their range of reading both in terms of subject matter and degree of difficulty. They should be encouraged to read texts not specifically written for children. They should be provided with a wide variety of open ended tasks in all subject areas.

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