



<h1>Literacy Policy</h1>

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Person Responsible for Policy _____ Headteacher _____

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Aims:

All learning coaches have a responsibility for improving literacy.

At Stephenson Studio School we aim to develop skills in our students that are not only applicable to formal assessments and external examinations, but that are also transferable to the world of work and later life beyond formal education. This is particularly applicable to literacy skills, as outlined by Ofsted in their “Removing Barriers to Literacy”, “Excellence in English” and “Moving English Forward” publications.

Highlighted in all of the above documents is the importance that good levels of literacy play in all curriculum subjects.

“There can be no more important subject than English in the school curriculum. English is a pre-eminent world language, it is at the heart of our culture and it is the language medium in which most of our pupils think and communicate. Literacy skills are also crucial to pupils’ learning in other subjects across the curriculum.” Ofsted “Moving English Forward”, March 2012

Also emphasised in this report, was the findings of their survey which indicate too little attention is given to spelling and handwriting in schools. Therefore, to ensure that high literacy levels are achieved by all, the decision has been made to introduce a literacy focus of the week to ensure all staff become ‘teachers of literacy’.

Literacy is the key to improving learning and raising standards across the curriculum:

- pupils need vocabulary, expression and organisational control to cope with the cognitive demands of all 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;

Objectives:

- to enable all pupils to reach their potential in the key literacy skills of speaking and listening, reading and writing;
- to ensure provision is made to support students with additional needs;
- to support those who are under performing;
- to provide appropriate challenges across the ability range;
- to raise staff awareness of key literacy strategies;
- to encourage staff to take responsibility for the development of literacy in their subject areas;
- to adopt a consistent whole school approach to literacy marking and feedback; (see Marking Code).

Speaking and Listening across the curriculum:

Learning coaches will provide opportunities for students to learn to:

- use language precisely and coherently;
- listen to others, respond and build on their ideas and views constructively;
- participate orally in pairs, groups and in the whole class;
- use talk to explore, develop and clarify ideas;
- ask questions as well as answer them;

Reading across the curriculum:

Learning coaches will provide opportunities for students to:

- access high quality, up to date, relevant and balanced texts which are appropriate to their age and ability;
- read and follow written instructions;
- develop analytical and comprehension skills through reading;
- read to explore and to develop understanding;
- learning how to select relevant information and take notes from the text;

Writing across the curriculum:

Learning coaches will provide opportunities for students to:

- to understand and use the appropriate styles and conventions of a range of genre in their writing, e.g. newspaper reports, letters, blogs;
- develop a range of writing strategies, including and especially extended writing;
- to structure their writing using a variety of sentence structures, paragraphs and a wide range of punctuation, including higher order punctuation e.g. semi-colons, colons and brackets;
- access good models of particular kinds of writing;
- use writing frames where appropriate;
- access dictionaries and glossaries;
- learn subject specific vocabulary and spelling;
- maintain high standards of presentation;