



REGENT HOUSE LITERACY POLICY

(Updated April 2016)

Definition

“Literacy is the ability to read and use written information and to write appropriately and legibly for a range of purposes, within a range of contexts and for a variety of audiences. It also involves the integration of talking, listening and critical thinking with reading and writing and includes the knowledge that enables a speaker, writer and reader to recognise and use language appropriate to different social situations. Literacy permeates and develops learning in all areas of the curriculum, formal and informal, and all areas of social interaction and development.”

(Every School a Good School – A Strategy for raising achievement in literacy and numeracy)

Rationale

Literacy is vital to the learning process, enabling pupils to develop as individuals and to process and interact with information in a variety of different contexts. In Regent House we aim to ensure that pupils acquire the necessary literacy skills to succeed at school and later on, in life and work. We acknowledge that all modes of language contribute to the

development of Literacy – Talking, Listening, Reading and Writing – and that pupils should experience these across the whole curriculum.

“Literacy focuses on promoting and developing each child’s ability to understand and use language as an integral part of the learning process across all areas of the curriculum. This emphasis enables pupils to interact effectively with the world around them, to express themselves creatively and to communicate confidently (through Talking and Listening, Reading and Writing) using a variety of skills and media.”

(Count, Read: Succeed)

Aims

The overall aim is to raise Literacy standards throughout the school:

- ◆ focusing the whole staff on Literacy issues - ensuring focused teaching and classroom management;
- ◆ conducting an audit to establish good practice across the Curriculum and sharing good practice among the whole staff;
- ◆ ensuring that there is systematic Literacy planning, monitoring and evaluation across Departments;
- ◆ fostering a culture of reading in the school through Accelerated Reader programme;
- ◆ encouraging parents to discuss what is read, written and viewed, both as part of their child’s formal curriculum and for leisure;
- ◆ developing pupils’ confidence as learners and users of language;
- ◆ making use of ICT in reading, writing, talking and listening tasks throughout the curriculum.

Objectives

- ◆ encourage all teachers to ensure that pupils punctuate and spell accurately;
- ◆ incorporate an awareness of Literacy issues into marking and assessment;
- ◆ Departmental policies and schemes of work have clearly defined Literacy learning opportunities – in order that all subjects create opportunities to read, write, talk and listen (as appropriate) in lessons;
- ◆ raise the profile of high frequency words and ensure that pupils learn to use a variety of language conventions and styles accurately – eg. the specialised vocabulary of Science;
- ◆ promote the role and benefits of the school library as a vital resource in the development of Literacy skills;
- ◆ identify and support pupils with specific difficulties in Literacy (SENCO);
- ◆ explore the use of computer software to support pupils in the development of their Literacy skills;
- ◆ develop and promote the Accelerated Reader programme – use to set targets and monitor pupil progress.

Strategies – Key Stage 3

1. Accelerated Reader – fosters a culture of reading, gives exposure to the use of language.
2. Word of the week – promoted in Assembly, emailed to Staff, pupils encouraged to use it where appropriate.
3. Literacy Notice Board – updated with posters, quotations, pictures to promote Literacy.

4. High frequency word lists – departmental word banks for topics to promote spelling.
5. Spelling homework and tests used regularly across the curriculum – template on shared area.
6. Spelling bees / competitions.
7. Departmental guidance on Literacy to ensure consistency:
 - a) a Literacy Marking Code
 - b) a Common Approach to Literacy Guide – an overview of basic Grammar, Punctuation & Spelling that we expect of pupils in Year 8.
8. The explicit promotion of Literacy in all subjects – teachers emphasize the importance of punctuation, spelling etc in all subjects.
9. Staff have access to a Literacy folder on the Shared Area for further reading / strategies / ideas.

This policy will be kept under review.