



Sacred Heart Catholic College

Literacy Policy

Reviewed by:	Governors
Approved by:	Curriculum and Staffing
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Literacy Policy

Sacred Heart Catholic College is committed to raising the standards of Literacy of all its pupils, so that they develop the ability to use Literacy skills effectively in all areas of the curriculum and as a platform to cope confidently with the demands of further education, employment and adult life. All teachers are teachers of literacy.

Policy Aims – we aim to:

- Adopt a whole school approach to in keeping with the principles for the good teaching of English
- Enable all pupils to reach their potential in the key literacy skills of communication (speaking and listening), reading and writing.
- Identify a key focus each year that all teachers will adopt
- Actively engender a reading culture across the school

Across the School we shall:

- 1) Refer to and use common reading types: Skimming, Scanning and Close reading
- 2) Correct spellings including subject-specific words and use spelling strategies in common to promote improved spelling skills across the college
- 3) Actively promote the importance of Speaking and Listening activities acknowledging the primacy of Standard English
- 4) Try to engender a reading culture throughout the school
- 5) Identify pupils whose levels of literacy fall below the expected level and put in place intervention

Within departments we shall:

- 1) Identify and display useful subject specific vocabulary
- 2) Review schemes of work in order to identify and promote opportunities for Literacy based tasks
- 3) Make use of data in order to ensure that text types and content are age and ability appropriate

- 4) Ensure that writing tasks are appropriately scaffolded through use of writing frames and sentence openers
- 5) Use starters and plenaries to address specific subject Literacy issues

Intervention:

Cross phase data and analysis of our own reading tests will be used to put in place targeted intervention so that pupils catch up with their peers as quickly and effectively as possible in order to maximise access to the secondary curriculum. Such intervention includes Paired Reading and targeted spelling programmes.

Communication

Across all departments, pupils will be helped to develop effective speaking and listening skills. They will be taught to use Standard English precisely and coherently. They should be taught to listen to others and to respond and build on their ideas constructively.

Pupils will be taught to:

- Use talk to develop and clarify ideas
- Listen for a specific purpose
- Discuss and evaluate
- Identify the main points to arise from a discussion
- Participate orally in groups and in whole class activities, both formally and informally

Reading

Across all departments, pupils will be helped to develop effective reading skills to enable them to cope with the demands of reading a range of text-types including print, electronic and multi-modal texts. Pupils will be taught strategies to enable them to:

- Read independently
- Read with greater understanding
- Locate and use information
- Follow a process or argument

- Summarise, synthesise, challenge and adapt what they learn from their reading

Writing

Across all departments, pupils will be helped to develop effective skills to respond to the demands of writing in different subjects. They will be taught the importance of writing in different styles and for different audiences. Pupils will be taught to:

- Make connections between their reading and their writing
- Use models of writing to enable them to produce their own writing
- Write different types of text including fiction and non-fiction
- Use and refer to evidence to support and reinforce their ideas
- Recognise the intended audience and the purpose of writing
- Produce extended responses
- Produce writing that is clearly expressed using accurate punctuation, correct spelling (including technical terms relevant to different subjects) and legible handwriting following grammatical conventions

Monitoring

Curriculum Leaders, in negotiation with their departments and the Literacy Coordinator are responsible for selecting Literacy focuses appropriate to their subject areas in keeping with the emphasis on whole school responsibility for Literacy. They are also responsible for monitoring how these literacy focuses are addressed.

Assessment

Formative Assessment involving aspects of literacy should be used frequently as it can inform lesson-planning and target-setting and helps teachers to maintain the pace of learning for pupils. Literacy focused feedback should be given where appropriate. Assessment involving literacy should be subject specific and on an individual basis, following the college marking policy.

Roles and Responsibilities

- **Senior Leadership Team:** lead and give a high profile to literacy;
- **Head of English Department:** liaises with Literacy Coordinator and SENDCO. Provides whole school and department training.

- **Literacy Co-Ordinator:** develops strategies, provides whole school training. Supports departments in the implementation of strategies and encourages departments to learn from each other's practice by sharing ideas. Attends year meetings to disseminate data and discuss intervention strategies. Provides support and resources for teachers and liaises with SENDCO and SLT re Literacy issues.
- **English Teachers:** provide pupils with knowledge, skills and understanding they need to read, write and speak and listen effectively. Provide support for other staff as required.
- **Curriculum Leaders:** include literacy objectives in schemes of work where appropriate, display key words and terminology and include literacy as an item for discussion in meetings.
- **Teachers** across the curriculum: actively contribute to pupils' development of Literacy skills.
- **Library Staff:** contribute to pupils' reading development, both fiction and non-fiction. Support teaching staff and pupils with reading enrichment opportunities.
- **SENDCO:** Identify and assess pupils with literacy difficulties. Liaise with literacy co-ordinator and Head of English. Provide inset and training. Monitor pupil progress and work with staff to determine future provision. Plan intervention programmes for students with literacy difficulties.
- **Heads of Year and tutors:** Identify pupils whose poor literacy may be linked to poor behaviour.
- **Parents:** 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.