



Development of Literacy

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What is Literacy?

Literacy is the ability to read, write and communicate effectively; key skills required by all pupils in all subjects. When pupils leave school to compete for jobs and enter the workplace, they will be expected to communicate precisely and effectively. Our aim at Cardinal Allen is to prepare pupils for these next steps in life.

Literacy across the Curriculum: In line with the updated Teachers' Standards, all teachers at Cardinal Allen will demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of Standard English, whatever the teacher's specialist subject. GCSE examinations include marks allocated for spelling, punctuation, grammar and handwriting.

Literacy at Cardinal Allen: At Cardinal Allen we believe that literacy is a key tool which underpins successful learning. As teachers, we all share the responsibility for developing pupils' literacy skills through explicit teaching. We believe a range of literacy skills can be developed across all subject areas and that all teachers across all subjects are responsible for developing pupils' literacy skills through:

- Marking for literacy in pupils' work using the WWW/EBI structure and allowing pupils time to make improvements to the accuracy of their written work;
- Using literacy targets provided by the English Department, which are in in pupils' diaries across Years 7-9;
- Reference to literacy in departmental schemes of work and departmental development plans;
- Literacy champions working across department(s);
- The explicit modelling of literacy skills to pupils;

- Using literacy objectives to support teaching of the curriculum;
- Displaying key terms in classrooms and around school;
- Using glossaries of key terms in lessons;
- Using spelling tests relating to key terms across all subjects;
- Identifying key words in examination questions at Key Stage 4;
- The use of writing frames or writing mats to support teaching and learning;
- Using a common language for literacy terms across all subjects (i.e. TipToP paragraphs);
- Correcting and modelling the use of spoken English.

Key Principles:

- To keep literacy across the curriculum as a focal point at the heart of learning at Cardinal Allen;
- To audit the literacy skills of pupils on entry and to monitor progress using literacy targets;
- To provide specialist support from the Learning Support Department to pupils identified with acute literacy issues;
- To promote the explicit teaching of high order literacy skills (e.g. analysis, evaluation, synthesis etc.) and provide adequate stretch and challenge to more able students;
- To differentiate lessons to suit pupils' literacy needs;
- To use a common language for literacy across all subjects;
- To foster a culture of reading for pleasure;
- To offer pupils models of reading, writing and communication;
- To actively encourage the use of Standard English in formal situations;
- To provide opportunities for pupils to focus on subject specific vocabulary;
- To ensure text books and other materials are at an appropriate reading level to meet the full range of learning needs;
- To explicitly support pupils with essential key skills such as note taking, skimming and scanning;
- To encourage independent learning, research and the ability to ask questions;
- To encourage pupils to work themselves as effective teachers and use active listening skills.

Reading:

Reading: Cardinal Allen aims to use reading strategies and develop reading skills across all subjects whilst also fostering a love of reading for pleasure.

Pupils will be able to:

- Read for meaning and be able to apply the skills of inference and deduction;
- Access a range of texts including: text books, reports, descriptive/personal accounts, autobiographies, encyclopedias/reference books, CD-ROM materials, internet sites, fiction, newspapers and media texts;
- Understand new vocabulary and “meta-language” (*the language teachers use to discuss language*) related to reading;

- Find reading materials appropriate to their age/ability;
- Select their own reading material.

Teachers will:

- Promote active reading strategies for close reading such as, skimming, scanning, highlighting key words and annotating a text;
- Encourage learning through independent reading;
- Foster a love of reading through regular discussion about books;
- Identify features of different types of text and explain these to pupils.

Writing:

Cardinal Allen aims to encourage pupils to become functional by providing writing tasks with a clear purpose but also to encourage creativity through writing.

Pupils will be able to:

- Write for a range of specific audiences and purposes;
- Vary vocabulary for purpose, audience and effect;
- Use a range of sentence starters in their written work;
- Plan for an extended piece of writing;
- Draft and edit their written work.

Teachers will:

- Use of a range of written texts as models for pupils' writing;
- Actively teach key subject specific vocabulary key words or phrases to support written tasks;
- Actively use strategies to teach and support spelling of subject specific words;
- Set writing tasks with clearly defined purposes such as: note taking, reviews, reports, plans, discursive pieces;
- Teach pupils how to effectively plan for written tasks;
- Model the structure and form of each type of writing required in their subject area;
- Provide opportunities for pupils to complete extended writing tasks;
- Provide opportunities to evaluate progress and identify targets for improving writing skills, including opportunities to draft and edit written work.

Communication:

Cardinal Allen aims to develop well-mannered pupils who understand the importance of spoken language as a tool and the power it can have whilst also becoming effective listeners.

Pupils will be able to:

- Develop ideas and opinions by sharing them with others in an appropriate manner;
- Respond to and evaluate stimuli individually, in pairs, in small groups and in whole class discussions;
- Use Standard English, particularly in formal situations;
- Develop their confidence and skill in matching spoken English to the demands and conventions of different situations and contexts;
- Work collaboratively;

- Display active listening skills.

Teachers will:

- Encourage pupils to use Standard English by providing relevant tasks and modelling;
- Model and share strategies to promote effective group discussion;
- Praise and encourage team work;
- Promote 'active' listening through relevant task setting and timely questioning.

Monitoring & Evaluation: Mrs. Snelling (Lead Teacher English, KS4 & Literacy) will be responsible for monitoring the delivery of literacy across the curriculum. This will involve:

- Ensuring all classrooms have a literacy rich environment, with key words displayed for pupils;
- Book scrutiny within the English Department to ensure that the delivery of literacy across the English curriculum supports learning;
- Working with a team of literacy champions to ensure schemes of work support literacy delivery.

Heads of Department are all responsible for:

- Ensuring that they have a literacy champion to represent their subject;
- Monitoring that their literacy champion undertakes book scrutiny and subject audits.

Literacy Champions are responsible for their subject areas and must:

- Attend termly meetings to review the application of the literacy policy in their subject areas;
- Complete book scrutiny within their subject areas to ensure the delivery of literacy across the curriculum supports learning

These guidelines should be read in conjunction with our advice on our Pick-Up-A-Book (PUAB) scheme.



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