

Literacy at Warden Park

1. Aims of Literacy

1.1 All teachers are teachers of literacy. As such, the staff of Warden Park are committed to developing literacy skills in all of our pupils, in the belief that it will support their learning and raise standards across the curriculum, because:

- pupils need vocabulary, expression and organisational control to cope with the cognitive demands of 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;
- improving literacy and learning can have an impact on pupils' self-esteem, on motivation and behaviour. It allows them to learn independently. It is empowering.

1.2 All schemes of work and most, although not all lessons, will include specific literacy objectives. These objectives will inform what is taught, how it is taught, what is learnt and how it is learnt. Literacy should also form part of lesson plenaries when it is appropriate to the focus of the lesson.

2. Implementation at whole-school level

2.1 Language is the prime medium through which pupils learn and express themselves across the curriculum, and all teachers have a stake in effective literacy.

2.2 Roles and Responsibilities

- Senior Managers: lead and give a high profile to literacy;
- English Department: provide pupils with knowledge, skills and understanding they need to read, write and speak and listen effectively;
- Teachers across the curriculum: contribute to pupils' development of language, since speaking, listening, writing and reading are, to varying degrees, integral to all lessons;
- Literacy coordinator: supports departments in the implementation of strategies and encourages departments to learn from each other's practice by sharing ideas.
- 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;
- Governors: an identified governor could meet with staff and pupils and report progress and issues to the governing body and to parents in the governors' annual report.

2.3 Marking and assessment

Teachers will use the agreed marking codes, with a focus on literacy within their subject.

Teachers will ensure that students are given opportunities for students to demonstrate their subject specific literacy. This includes subject specific vocabulary, writing formats and styles. When marking, teachers will address both general and subject specific literacy errors where appropriate. Teachers will offer opportunities for students to improve their literacy through RTM work.

2.4 Key points for improving Literacy across the Curriculum

It is the responsibility of both staff and students to raise standards in literacy.

This starts with an expectation that students should respond in full sentences and in Standard English; teachers are expected to model this, to challenge poor oracy, and to provide students with the language necessary for a high-level response.

Before setting their students to write, teachers should model the process of writing: the thinking, the planning, the drafting and the editing.

Integral in developing pupils' wider reading and reading for enjoyment is how teachers facilitate reading for meaning through using a range of teaching methods and approaches.

All teachers should promote high standards of literacy...whatever the teacher's specialist subject.

(Department for Education (2012), Teachers' Standards)

"All teachers should have a better understanding of the role literacy plays in their subject...

and...[this will] enable them to understand how improved reading, writing and speaking and listening skills would help them make more progress in their own subject"

"Direct teaching of reading skills such as skimming, scanning and reading for detail (including on the internet); using the index and glossary; identifying key points and making notes; summarising; or using more than one source

Teachers must foster thinking and talking about texts by creating an environment of rich dialogue and response towards all types of text. The reading of images and film, fiction, poetry and non-fiction is vital in developing talk and response, the starting point for comprehension.

Questioning by both teachers and pupils is foundational in improving comprehension. It should involve the explicit exploration and development of literal, inferential and evaluative questioning