



IRLAM & CADISHEAD COLLEGE
Literacy Policy

2018-2019



This policy must be read in conjunction with ICC's QTLA Policy and ICC's Marking and Assessment Policy.

Vision

This policy sets out the school's approach to teaching the skills of oracy, reading and writing that students need to progress effectively in all subjects. We believe that strong literacy skills are the cornerstone of academic and vocational success.

Definition

The term 'literacy' at ICC refers to and includes: speaking and listening (oracy), reading and writing. Literacy is a set of communication skills, written and spoken; it is part of English but it is not a subject or an individual department's responsibility. Along with having a good level of personal skills, our students need to be skilled in language and literacy to cope effectively with the demands of further education, employment and adult life. It is the responsibility of all teachers at ICC to model and teach these skills, outlined in the school's definition of literacy, effectively.

In relation to literacy, Ofsted's position is as follows: 'Improving standards of literacy must be a priority for all our schools, as it is instrumental in helping children in every subject. Many pupils are still emerging from school without the confidence and secure literacy skills they need to thrive as adults. The case to improve literacy across the whole curriculum is urgent' Ofsted 2013

Aims

- In planning each lesson, teachers of all subjects must identify opportunities to promote correct standards of spoken language, reading and/or writing skills, according to students' needs.
- Formal lesson observations by department heads and senior staff will look for evidence of success in developing students' literacy skills.
- Invest in intervention and bespoke support which is committed to 'closing the reading gaps' so that children can successfully access the challenges of the curriculum so they can benefit fully from what the school offers.
- ICC commits to work with its primary schools, to better prepare students for the transition the demands of secondary school literacy
- To promote literacy across all subjects to ensure students gain fully from their secondary education.
- To develop a reading culture where students are encouraged to read for pleasure

To achieve these aims we will

- For each lesson, teachers of all subjects must provide opportunities in either one or more of the speaking, listening, reading or writing skills listed below as part of their routine lesson planning.
- Use key subject terminology, which must be made clear to students, just as the progress outcome(s) is/are made explicit.



- For formal lesson observations, literacy objective(s) must be written into the formal lesson plan.
- In every lesson, support staff are expected to work alongside teachers to promote the importance of all literacy skills.
- Model the correct use of Standard English when having conversations with students; staff must work to correct the misuse of spoken English.
- Support staff should circulate classrooms, reading students work and correcting (where appropriate) errors in basic spelling, punctuation and grammar.

Our objectives to support a well-structured literacy culture

Generic objectives to promote speaking and listening skills:

S&L1: Clear use of Standard English (challenge 'slang' / informal language.)

S&L2: Verbally respond to questions in full sentences.

S&L3: Listen and respond to others ideas, shaping meaning through suggestions, comments and questions, using students to reframe and articulate ideas.

S&L4: Vary vocabulary according to purpose, listeners and content.

S&L5: Use oracy in a variety of situations. Paired, group or class talk.

Generic objectives to promote reading skills:

R1: Use a range of strategies to obtain and read for meaning, including skimming and scanning.

R2: Explore comprehension of key ideas in texts.

R3: Reference and use quotation from text and sources in written responses.

R4: Explain the effects of the use of specific language, idea and techniques used in a text.

R5: Explain and evaluate a writer's purpose.

Generic objectives to promote writing skills:

W1: Write at length in clear paragraphs that are sustained and logical.

W2: Vary sentence types for effect.

W3: Select appropriate and ambitious vocabulary, using a dictionary if necessary.

W4: Spelling and punctuation must be used accurately throughout a piece of writing.

W5: Proof read any written work for basic spelling, punctuation and grammatical errors.

Assessment, Monitoring and Performance Management



The literacy co-ordinator is responsible for the implementation of this policy.

SLT will look for evidence of the teaching of literacy skills when conducting lesson observations and record these in the teacher's profile. When marking students' written work, in addition to following the school's marking policy, teachers must ensure that their comments include, where appropriate, points to develop each student's writing skills according to their learning needs.

Teachers' expertise in promoting the skills of literacy will be taken into account during performance appraisal. Where evidence from lesson observations/drop-ins and students' work scrutiny suggests that teachers are not promoting students' language and literacy skills effectively, then their future performance objectives will reflect the need to improve this aspect of their teaching. Appropriate professional development opportunities will be identified to support teachers in meeting their objectives.