

Thomas Telford School



Whole School Literacy and Catch up Policy

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The National Literacy Strategy outlined three broad competences that students should be developing across the curriculum, and broke down each of these into three substrands as below:

Speaking and Listening: Learning through Talk (LTT)	Using talk to clarify and present ideas
	Active listening to understand
	Talking and thinking together
Reading: Learning from Text (LFT)	Develop research and study skills
	Reading for meaning
	Understanding how texts work
Writing: Learning through Writing (LTW)	Using writing as a tool for thought
	Structuring and organising writing
	Developing clear and appropriate expression

Teachers develop opportunities in every lesson to empower students to develop at least some of the above skills.

The Application of Cross-Curricular Literacy

In order to help students to recognise the in value of Literacy across their studies, all subject areas fulfil their obligations to carefully incorporate Literacy into the planning, delivery and evaluation of lessons. The careful wording of Learning Objectives and clear engagement with them at the beginning of sessions empowers students with a ‘language for learning’, and regular points of reflection can articulate exactly how progress is being made.

Traditionally “text-heavy” subjects such as English, Modern Foreign Languages and Humanities lend themselves clearly to the traditional notion of what literacy is: the absorption of and engagement with written material. However, a more progressive view of Literacy, as the engagement with language of any form, addresses more clearly its role in the classroom today.

The development of effective Speaking and Listening skills is an asset to success in any subject and to the overall progress of students. To be able to verbally present points of view, and to actively engage with the impressions of others is essential to the self-esteem of students, and marks them out as effective and active participants in their own learning. Reading is a similarly vital skill for the overall development of students. Being able to read clearly, to infer meaning from data and to understand points of view allows students to work independently and to form their own responses to what they are learning. Writing should not be viewed as a skill confined to Languages and Humanities; it must be viewed as a tool for thought and reflection on learning, as well as helping students to organise and articulate these reflections.

Effective use of literacy sees the boundaries between these core skills eroded, as students become aware of the way in which what they hear, read and write can all inform future learning. By developing

skills within these areas, students become more confident learners who make connections between the things they learn.

Literacy across the age range

It is crucial that at each level of education, students are encouraged to address and process their learning in a number of configurations. The successful delivery of literacy, alongside the development of transferable subject knowledge will empower students to take charge of their learning at each level.

At Key Stage 3, students should be:

- Quickly developing their independent learning skills
- Rapidly expanding their repertoire of speaking and listening skills
- Increasing their vocabulary at a maximum rate
- Improving their ability to read to obtain specific information
- Using written expression purposefully, fluently and ambitiously.

At Key Stage 4, students should be:

- Skilfully making cross-curricular connections that inform their learning
- Confidently using a range of speaking and listening techniques to challenge their own learning
- Using sophisticated vocabulary that is sensitive and wide-ranging, and applicable to work in all subjects
- Reading critically and discriminatingly
- Using accurate written expression for a range of purposes and audiences.

At Key Stage 5, students should be:

- Adept at learning independently.
- Able to evaluate what they read, applying it to their own learning
- Writing coherently and with authority in their subjects.

Assessing Literacy

Assessment of Literacy is a normal part of classroom assessment. Work is marked in conjunction with the School marking policy, and should highlight inaccuracies in spelling, punctuation and grammar where possible and applicable. With an increased focus on the quality of written communication on many GCSE syllabuses, it is imperative that students are learning from mistakes as they go through their courses.

Students must keep a log of spellings in their exercise books, which highlights spelling inconsistencies and records their efforts to rectify this.

Teachers are recommended to identify approximately three spelling corrections per page of work, so as not to overburden students, and should check for progress between parts of the marking cycle.

Literacy Catch-up

After Key Stage 2 assessments, 21 students were identified as performing below the required standard at the point of transition to secondary school. These students will be targeted in a number of ways within English and other subject areas. This will include

- Smaller group / focus group teaching
- Learning Support assistance
- Session 3 programmes as required
- Differentiated resources and lesson activities
- Relevant reading catch-up programmes
- Frequent progress assessments

The progress of these students will be rigorously checked to ensure the transition to Key Stage 3 is effective, preparing them for the demands of all subject areas.