

Guru Nanak Sikh Academy **Literacy Policy**

Aims of the policy:

The literacy policy is crucial in promoting strategies which will help students develop in areas of reading, writing, speaking and listening.

The policy is designed to aid all subject teachers to understand the role of language in learning and to use this knowledge to actively develop and improve the literacy skills of students and set high expectations.

Implementation of the policy – responsibilities

All staff

- To be aware of the principles of the policy and the role they contribute to its implementation.

Teaching staff:

- To apply the policy by ensuring the planning and delivery of literacy in their lessons.

Subject leaders:

- To be responsible for the co-ordination of long term and medium term planning for literacy in schemes of work and programmes of study.
- To quality assure the teaching of literacy in their departments.
- To consistently monitor the adherence to the policy.
- To identify appropriate support required for team members to teach literacy effectively and to guide those staff members to whole school training opportunities or materials.

Senior leaders:

- To provide the appropriate support for literacy through training and resources for departments and individuals.
- To quality assure the teaching of literacy.
- To consistently monitor and evaluate the impact of the literacy policy.
- To update the policy in response to the changing needs of the school.

Implementation of policy within departments:

1. Schemes of work should reflect aspects of literacy policy and the national strategy.
2. Monitoring should be conducted through Curriculum Co-ordinators and Senior Management.
3. Staff should follow whole school strategies (e.g.-Green pen policy) and attempt a range of approaches to support literacy development.
4. Students should be encouraged to become responsible for improving their own literacy e.g. literacy targets and any key guidelines for improvement should be written in their homework diary/books.
5. There is also a spelling and vocabulary section in the diary which subject teachers can use to reinforce key spellings/vocabulary within their subjects.

Implementation of policy within form period:

1. Weak reader to spend 1 form period a week in reading club.
2. Students must have a reading book with them at all times. Form period can be spent for private reading. Form tutors should check for reading books regularly.
3. In the homework diary students should use the reading record. Tutors and parents can check reading and ensure students are completing targets. Targets should be for whole chapters and not a minimum amount of pages.
4. Students will spend 1 form period a half term in the library to use resources.
5. There is a reading record in the homework diary that students should keep up to date and parents can sign.
6. Word of the week – discuss and record the word of the week in diaries – teachers and students aim to use it.

Reading

Teachers are expected to:

1. Develop students' reading skills so that they read accurately, fluently, independently and with understanding.
2. Promote reading as a key tool for learning and make the most of opportunities to develop reading skills throughout curriculum.
3. Make the purpose of reading explicit: reading to understand; reading to recall; skim reading; scan reading; analyse; evaluate and respond to a wide range of texts.
4. Use active approaches to all reading activities e.g. highlighting key points; converting information from text to a mind map.

Practical Suggestions

- Library skills should be reinforced by other curriculum areas and students given structured help on how to do research in that subject.
- Give opportunities to pupils to study texts individually, in pairs, small groups or as a class. Teacher and students should publicly comment on the texts read in order to clarify meanings and interpretations.
- Students should be encouraged to discuss subject-related books in class.
- Liaise with Special Needs Co-ordinator to gain the maximum information about individual pupils who have particular difficulties. Establish support for reading through staff and student mentoring.
- Sustain close links with library staff to ensure that the purchase of library stock reflects the current needs of each subject. E.g. Subject journals, newspapers and specialist magazines could be purchased.
- Teachers should read aloud to provide models to the class.
- Encourage students to develop their knowledge of unfamiliar vocabulary through use of dictionaries, thesauruses and or glossaries.

Writing

Teachers are expected to:

1. Teach key subject vocabulary / key words every lesson.
2. To develop students' skills in composition: Ensure students are using connectives to link points. Ensure the correct use of spelling punctuation and grammar. Highlight the correct use of homophones.

3. To enable students to write in a variety of forms, for different purposes, and for different audiences.
4. Staff should try to be consistent and follow a marking scheme. Where possible comment on how to improve. (Staff can use literacy feedback points by referring to literacy targets on system.)
5. Students should be encouraged to proof read their work according to the Green Pen Policy.
6. Improve and structure writing using exam criteria framework, use of good models, writing frames, vocabulary lists and other displays of language to support writing.
7. Students should have the opportunity to word process and develop editing skills using ICT facilities.
8. Use the marking codes to highlight errors in writing in line with the feedback policy.

Practical Suggestions

- Set a variety of writing tasks, including pieces of extended writing. Writing tasks might range across the following purposes:
 - To discuss and develop thinking through review, analysis, hypothesis, recollection and summary.
 - To inform others through instruction, explanation, argument, narration, reportage, description, persuasion.
 - To create through the imagination ideas to help reflect on people and issues, provide empathy, deeper understanding, and to entertain.
- Create audiences for students' writing
- Departments should encourage students to keep a spelling and vocabulary glossary, either at back of exercise books or diary.

Speaking and Listening

Teachers are expected to:

1. Provide planned opportunities for students to engage in purposeful talk, both formally and informally.
2. To develop students' skills in formulating, exploring and expressing clearly their own ideas.
3. To develop students' ability and promote the correct use of Standard English.
4. To develop their abilities to listen, understand and respond appropriately to other people.
5. To adapt their speech to suit a widening range of circumstances, demands, or audiences.

Practical Suggestions

- Use the self/peer assessment template in literacy folder.
- Use of MPR
- Teachers should ensure that students have opportunities to speak in a variety of contexts: one to one with the teacher, in pairs, in small groups, and in whole class discussions.
- Wherever possible teachers' questioning should be open and attempt different angles to develop more clarity on the answers. Students should be encouraged to add further detail, supporting evidence, explore ideas more fully, or to speculate.
- In discussion students should have opportunities to:
 - Take different views into account
 - Adopt different roles
 - Organise the expression of views
 - Increase their ability to sustain concentration in listening