

# LITERACY (ACROSS THE CURRICULUM) POLICY

Policy Name	Literacy
Stakeholder	All
Policy Directory Reference	Grammar School
Policy Lead	Ms. Ramona Mason
Role	Primary Coordinator
Approval	April 2025
Reviewed by	Mr. Benjamin Barry
Role	Principal
Review Date	May 2025

## Mission Statement

*Grammar school believe that every child matters and that learning should be fun, innovative, purposeful and challenging.*

### School's Mission

*We are committed to delivering innovative and inspirational teaching that develops confident learners by:*

- *Encouraging students to take ownership of their learning.*
- *Developing teaching strategies that are innovative, engaging and fun.*
- Preparing our students for the challenges ahead and make them ready for life as global citizens.
- Enabling our students to become critical, independent thinkers who embrace lifelong learning.
- Ensuring that equal opportunity exists to empower our students to achieve their personal best.
- Promoting a positive and respectful partnership with students, teachers, parents and the wider community.
- Working closely with the school owners and Board of Governors to ensure resources are available to support teaching and learning.

## Introduction

Research shows that developing pupil's literacy results in enhancing their learning across the subjects of curriculum. To that end, all staff at Grammar School have a responsibility in cultivating effective literacy skills as a tool for learning throughout the school. We aim to enable our pupils to:

- Communicate precisely and effectively in both speech and writing
- Become active and able readers who are engaged, enthused and motivated
- Use grammatically correct sentences
- Spell and punctuate accurately in order to communicate effectively in written English
- Recognise and use standard English

## Aims

To improve literacy skills of all pupils, enabling them to access the curriculum in a more effective, engaging and active manner.

- To raise standards across all subjects
- To raise staff awareness of literacy as a tool for high quality teaching and learning
- To establish and maintain high, consistent expectations across the curriculum
- To develop pupils' literacy skills; ensuring pupils are effective speakers and listeners, confident writers
- and can deploy a range of reading strategies
- To support pupils with weak literacy skills through specific intervention strategies
- To develop pupils' confidence and raise their self-esteem
- To prepare pupils for life in an increasingly communications led society by ensuring that independent literacy skills are taught, built and applied

## Whole School Approach

To ensure a whole school approach to the development of literacy skills all schemes of work, and most, but not all of 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 inform part of lesson plenaries when it is appropriate to the focus of the lesson.

## We will use three main areas of literacy to support learning

### Learning through talk / speaking and listening.

- Using talk to clarify and present ideas
- Active listening to understand
- Talking and thinking together-Talk, Pair Share

Talk is our means of communication in everyday life and is fundamental to the development of understanding. We will teach pupils to use language precisely and coherently. They should be able to listen to others and to respond and build on their ideas and views constructively. We will develop strategies to teach pupils how to participate orally in groups and in the whole class, including using talk to develop and clarify ideas; identifying the main points to arise from a discussion; listening for a specific purpose; discussion and evaluation.

Staff training needs will be met through the sharing of best practice and useful strategies such as the management of group talk and listening.

### **Reading and learning from text**

- Developing research and study skills
- Reading for meaning
- Understanding how texts work

At Grammar School, we want our pupils to enjoy reading, to be able to use their reading to help them to learn and to become more confident and competent in reading. We aim to give pupils a level of literacy that will enable them to cope with the increasing demands of subjects in terms of specific skills, knowledge and understanding. This applies particularly in the area of reading (including from the screen), as texts become more demanding. We will build on and share existing good practice. We will teach pupils strategies to help them to read with greater understanding; locate and use information; follow a process or argument; summarise; synthesise and adapt what they learn from their reading.

### **Learning through writing**

- Using writing as a tool for thought
- Structuring and organising writing
- Developing clear and appropriate expression

Many lessons include and depend on written communication. We want our pupils to develop increasing confidence and competence in writing so that they can write in a widening variety of forms for different purposes e.g. to interpret, evaluate, explain, analyse and explore. It is important that we provide for co-ordination across subjects to recognise and reinforce pupils' language skills, through:

- Making connections between pupils' reading and writing, so that pupils have clear models for their writing
- Using the modelling process to make explicit to pupils how to write
- Being clear about audience and purpose
- Providing opportunities for a range of writing including sustained writing
- Pupils write in subject specific ways, including the use of key subject vocabulary
- Pupils experience different ways of writing for different purposes and audience
- Pupils experience quality, tailored support when needed and become active, independent writers

### **Learning through Reading (To improve reading)**

- Pupils experience active reading strategies that support their learning
- Pupils experience different ways of reading and for different purposes
- Opportunities are given to access reading materials which are appropriate in both purpose and challenge
- Pupils experience quality, tailored support when needed and become active, independent readers

### **Speaking & Listening (To improve speaking & listening)**

- The task and purpose for listening is clear before hand
- Reflection is built into all learning opportunities
- Probing questions are asked
- Purposeful pair work/group work enhances learning
- Pupils and adults are expected to listen, respect and acknowledge the views of others and respond appropriately
- Subject specific vocabulary is used
- Challenge, discussion and debate are embraced as appropriate

### **Spelling, Punctuation and Grammar**

To further improve communication skills:

- Key words are highlighted, explicitly referred to and planned into learning
- All staff are aware of the importance and application of spelling, punctuation and grammar rules
- All staff have access to appropriate professional development
- Pupils are supported in developing their knowledge, understanding and application of high standards of spelling, punctuation and grammar

### **The Learning Environment**

We will provide:

- A classroom environment which is conducive to good literacy practice
- Displays of reading material relevant to the topic or national curriculum subject; each classroom promotes subject-specific vocabulary which pupils are encouraged to use regularly
- High quality reading material, which is up-to-date, relevant and balanced in its presentation of ethnicity, culture and gender
- Access for pupils to the school library; access for pupils to a good quality range of texts during lessons; Dictionaries, glossaries and lists of appropriate subject vocabulary that are available during lessons, and which pupils are encouraged to use
- Access to appropriate audio and visual equipment / ICT

### **Lessons**

Lessons within the school include reference to the skills or strategies to be used, taught or reinforced:

- Making clear the intended purposes of reading within our curriculum e.g. describe, repeat, interpret or analyse texts read
- Teaching and giving opportunities to practise skimming for overall meaning, scanning for key points, words or phrases, or close reading
- Teaching and giving opportunities to practise sifting and selecting information and taking notes from texts
- Teaching and enabling pupils to infer and deduce meanings, recognising the writer's intentions
- Teaching and giving opportunities to research and investigate using printed words, moving images and ICT texts
- Teaching how to use quotations selectively to support points and link them to pupils' own comments

### **Monitoring and Evaluation**

Monitoring the promotion of literacy across the curriculum is included in the school's strategic monitoring programme for the Quality of Teaching, Learning and Assessment.

### **Approaches to monitoring include:**

- The analysis and use of available data to assess the standards of pupils' literacy
- Sampling work – both students' work, departmental schemes and teachers' planning
- Observation
- Discussion with pupils

### **Continuing Professional Development for Staff**

- English subject teachers provide on-going advice, support and training to non-specialists on aspects of literacy.
- Departments share good practice through discussion, peer observation and by exhibiting or exemplifying students' work.
- Individual and whole school CPD needs are identified through the strategic monitoring programme. Individuals' requests and in Performance Appraisal Reviews.

### **Monitoring and Review**

This policy has been discussed and agreed by the Grammar School staff and leadership team for implementation.



Signed:

**Benjamin Barry**

Policy review date: November, 2025

Date: April, 2025

