



# **St Mark's West Essex Catholic School**

## **Literacy Policy**

<b>Date Reviewed:</b>	<b>November 2017</b>
<b>Next Review Date:</b>	<b>November 2019</b>
<b>Committee:</b>	<b>Curriculum, Pupils and Admissions</b>

**St Mark's sees literacy as one of the keys to improving learning and raising standards and has an approach which is relevant to all curriculum areas and pupils of all levels of attainment.**

### **Aims**

The school's approach to reading, writing, speaking and listening focuses on pupils becoming confident, active and committed to their use of language and literacy in all areas of the curriculum.

We think our pupils should be entitled to experiences which enable them to:

- Make choices about the variety of texts they enjoy
- Read between the lines and behind the images
- Communicate clearly and with assurance
- Read fluently and with understanding a range of different kinds of material using reading methods that are appropriate to the material and reading purpose
- Be able to write for a range of purposes, organising the content and style of what is written to suit the purpose and readership. We want them to use spelling, punctuation, syntax appropriately and with confidence. We also want them to develop a legible, cursive handwriting style and to be able to use word processing skills
- Be able to speak with confidence, clarity and fluency in appropriate forms of speech. We want them to be able to speak and listen in a variety of groupings and circumstances in both informal and formal contexts and to feel proud of their own language

### **Access and Entitlement**

The full range of subjects in the curriculum is open to all our pupils; each pupil has a right to equal access. We believe that the education of our pupils must be planned and match the needs of the individual. Differentiation takes account of pupils differing needs at differing times. The Learning Support Assistant (LSA) is an integral part of curriculum delivery assisting with differentiation and supporting the classroom teacher in meeting the needs of all pupils.

Departments will use assessment data to ensure all staff have an awareness of individual pupils' literacy level and plan accordingly, to meet their needs.

### **The Environment for Language and Literacy**

We aim in our school to provide a stimulating, challenging range of reading material, writing resources and facilities to promote speaking and listening in all subject areas. The school and classroom environment in each subject area should aim to stir the inventive mind and should support growing literacy learners in each subject area.

Practical ways in which this might be achieved include:

- Subject glossaries displayed/used for individual units
- Opportunities for word play related to subject glossaries are displayed/used in the classroom
- Writing support materials and wider reading materials are displayed/used in subject areas

## **Literacy demands in our society in relation to visual literacy, ICT and audio literacy**

### **Range, Repertoire and Resources:**

We seek to establish a framework to make it possible for pupils to learn and develop their literacy skills by helping them with:

- The process of acquiring and conveying information
- The process of developing independence and discrimination
- The study of language at sentence and word level
- The study of texts – fiction and non-fiction

We are aware of the content of Literacy at KS2, which our pupils entering the school have experienced, and seek to build on and develop their literacy skills in subject areas. Most specifically the English Department will continue to provide a Literacy Hour for these pupils.

Subject areas have mapped the provision of key skills across the year groups.

### **Reading**

- The range of reading, fiction and non-fiction, to be covered ( including media texts)
- Provision for developing knowledge about language
- The purpose of reading

In addition departments will audit text books to determine the suitability of texts for a pupil audience.

### **Writing**

- The range of writing, fiction and non-fiction (including media texts)
- Wall displays and notices in subject areas are interactive and referred to in teacher planning

Within subject areas issues related to literacy and differentiation will be supported by:

- Task sheets to simplify language for the least able/EAL(English as an Additional Language) pupils
- Subject glossaries to support language development and growing subject specific literacies
- Dictionaries/thesauruses to support subject literacies will be available
- Extension work related to individual subjects will be available in each area to promote high order thinking

Within subject areas the literacy material in all classrooms will seek to:

- Develop active and independent learners ( ie writing frames and the eventual liberation from them)
- Support the literacy development of all pupils in relation to developing knowledge about the structures, forms and formats of texts
- Develop in pupils an understanding of purpose and audience of writing
- Enable pupils to progress through the stages of the writing process towards fluency and independence

### **Speaking and Listening**

- The range of spoken texts to be covered, including drama
- Levels of formality/register
- Purpose and audience for speaking and listening

### **Assessment, reporting and recording process**

Assessment of literacy development in the school aims to capture:

- Observations of the texts pupils can tackle confidently
- Their knowledge of different types of text
- Their increasing ability to become independent in working with texts
- The gradual development of discrimination and choice

The major part of assessment, monitoring and reporting will fall to the English Learning Area. However through subject literacies all departments have a responsibility and duty to aid literacy development and provide clear marking feedback (See School Marking/Feedback Policy) which will enable pupils to understand and acknowledge that literacy skills are cross-curricular.

Ofsted emphasises the need for teaching to enable pupils to develop skills in reading, writing, communication and numeracy. This is referred to in each grade descriptor for the quality of teaching and achievement of pupils.