



Literacy Policy

Reviewed: 1 April 2017

Next Review: 1 April 2018



Staff at the Woodlands Centre are committed to developing and supporting pupils' literacy skills. We believe that although we are subject specialist teachers and teaching assistants, we are all teachers of literacy. We have a strong belief that supporting pupils in making progress in their literacy skills will encourage their learning and raise standards across the curriculum, because:

- Pupils need vocabulary, expression and organisational control to cope with the cognitive demands of each subject taught;
- Reading helps us to learn from sources beyond our immediate experience;
- Writing helps us to sustain and order thought;
- Language helps us to reflect, revise and evaluate the things we do, and on the things others have said, written or done;
- Responding to higher order questions encourages the development of thinking skills and enquiry;
- Improving literacy and learning can have an impact on pupils' self-esteem, on motivation and behaviour as well as attainment. It allows them to learn independently;

In every subject area, all schemes of work will include specific literacy objectives for reading, writing and speaking and listening. These objectives will inform what literacy skills are being taught, how they are being taught and what pupils will be learning. Each department has their own bank of literacy objectives where there are able to identify objectives for different schemes and units. Literacy can also form part of lesson starters and plenaries when it may be appropriate to the lesson, such as introducing subject terminology. All staff have access to literacy apps on their iPads.

Implementation at whole-school level

Language is the prime medium through which pupils learn and express themselves across the curriculum, and all teachers have a stake in effective literacy.

Roles and Responsibilities

- **Senior Leaders:** lead and give a high profile to literacy;
- **English Department:** provide pupils with knowledge, skills and understanding they need to read, write and speak and listen effectively;
- **Teachers across the curriculum:** contribute to pupils' development of language, since speaking, listening, writing and reading are, to varying degrees, integral to all lessons;
- **Literacy co-ordinator:** supports departments in the implementation of strategies and encourages departments to learn from each other's practice by sharing ideas.
- **Pupils:** take increasing responsibility for recognising their own literacy needs and making improvements;
- **Governors:** an identified governor could meet with staff and pupils and report progress and issues to the governing body and to parents in the governors' annual report.



It is the responsibility of both staff and pupils to raise standards in literacy. This starts with an expectation that students should respond in full sentences and in Standard English; teachers are expected to model this, to challenge poor oracy, and to provide students with the language necessary for a high-level response. Before setting their pupils to write, teachers should model the process of writing: the thinking, the planning, the drafting and the editing.

Integral in developing pupils' wider reading and reading for enjoyment is how teachers facilitate reading for meaning through using a range of teaching methods and approaches.

Monitoring and Evaluation

We will make use of available data to assess the standards of pupils' literacy. At three points of the year, pupils will engage in tests in the following:

- WRAT Spelling
- Single Word Reader Test
- Accelerated Reader

Progress will be tracked by the Subject Lead for English and shared with all staff. Staff will be able to access all data via the Literacy tracking sheet.

Literacy Non-Negotiables

1. Verbal responses should be extended.
2. Key words and definitions should be used in every lesson.
3. Use integrated quotes with detailed explanations whenever appropriate.
4. Spelling of key subject vocabulary should be practised.
5. Pupils should respond to the teacher's marking, including marking for literacy.
6. Pupils and teachers should focus on the presentation of work.
7. Spelling, punctuation and grammar should be a main focus for all members of staff and all pupils.
8. Teachers will promote the use of Standard English in lessons and around school.