ASHLEY COLLEGE

Literacy Across the Curriculum

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ASHLEY COLLEGE: LITERACY ACROSS THE CURRICULUM POLICY

"Students should be taught in all subjects to express themselves correctly and appropriately and to read accurately and with understanding."

QCA Use of Language across the Curriculum

"Every teacher is a teacher of English because every teacher is a teacher in English."

English for the English by George Sampson, 1922

At Ashley College, we recognise that literacy is the language of learning in every curriculum subject and thus must be actively taught by teachers of every curriculum subject.

Rationale

Language is at the heart of all learning and is the prime medium throughout which students process information and express themselves across the curriculum. Therefore, development of good literacy skills and effective use of language are critical in ensuring successful learning occurs in all subjects.

All teachers at Ashley College are teachers of literacy. As such, we are committed to developing literacy skills in all of our students, in the belief that it will support their learning and raise standards across the curriculum, because:

- students need vocabulary, expression and organisational control to cope with the cognitive demands of subjects;
- reading helps us to learn from sources beyond our immediate experience;
- writing helps us 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 students' self-esteem, on motivation and behaviour. It allows them to learn independently.

Intent

- All departmental planning will identify literacy opportunities for promoting literacy where appropriate
- To improve literacy skills of all students and thus 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 students' literacy skills; ensuring students are effective speakers and listeners, confident writers and can deploy a range of reading strategies
- To support students with weak literacy skills through specific intervention strategies
- To develop students' confidence and raise their self-esteem
- To prepare students for life in an increasingly communications led society by ensuring that independent literacy skills are taught, built and applied.

Responsibility

- The Senior Leadership Team give a high profile to literacy
- The Literacy Co-ordinator leads on promoting literacy across the whole curriculum supporting departments in the implementation of strategies and encouraging departments to learn from each other's practice by sharing ideas. She/he monitors, tracks and evaluates literacy teaching across the curriculum.
- Subject teachers are responsible for developing literacy within their own curriculum area
- Literacy starter activities are integrated into lessons
- The English department provides students with the knowledge, skills and understanding they need to read, write, speak and listen effectively
- Teachers across the curriculum contribute to students' development of language; since speaking, listening, writing and reading are, to varying degrees, integral to all lessons
- Parents are encouraged to support their children's reading
- Students take increasing responsibility for recognising their own literacy needs and making improvements in their work after it has been marked. Teachers use the Ashley College feedback policy to help students learn how to improve their written work

Reading

To improve writing, Ashley College ensures that:

- All students have Access to the Accelerated Reader Programme
- Students are encouraged to read subject specific texts in lessons
- students engage in regular lunchtime literacy sessions
- students are encouraged to read for pleasure and use the Library
- we celebrate National Poetry Day and World Book Day each year
- Students are encouraged to participate in competitions to promote reading.

Writing

To improve writing, Ashley College ensures that:

- The Literacy Co-ordinator delivers training pertinent to all subjects across the curriculum and includes exemplars of best practice from all subject areas
- students write in subject specific ways, including the use of key subject vocabulary
- staff are aware of the following text types and directly teach them where necessary: information; recount; explanation; instruction; persuasion; discursive writing; analysis; evaluation; formal essay. This ensures that students' experience different ways of writing for different purposes and audience
- exemplar materials are used to support their writing development
- students experience quality, tailored support when needed and become active, independent writers.
- students are encouraged to participate in writing competitions

Speaking/Listening

To improve speaking and listening, Ashley College ensures that:

- we adopt a student led learning approach where relevant
- the task and purpose for listening is clear beforehand
- reflection is built in to all learning opportunities
- probing questions are asked
- purposeful pair work/group work is used to enhance learning
- students and adults are expected to listen, respect and acknowledge the views of others and respond appropriately
- students are encouraged to use subject specific vocabulary when speaking and/or presenting in lessons
- challenge, discussion and debate are embraced as appropriate
- the use of Standard English is encouraged in the classroom and staff draw students' attention to incorrect uses of English with sensitivity. However, teachers help students to understand that in many contexts, spoken language is appropriate.
- Regular discussion/debating lessons give students the opportunity and space to express their viewpoints clearly and to listen and engage with the views of others.
- There is an opportunity for students to complete the Functional Skills English exams which include a speaking and listening module.

Spelling, Punctuation and Grammar
To further improve communication skills, Ashley College ensures that:

- All staff are aware of the importance and application of spelling, punctuation and grammar rules.
- Students are supported in developing their knowledge, understanding and application of high standards of spelling, punctuation and grammar.

Feedback for Literacy

Please note that this should be read in conjunction with the school's Feedback and Assessment policy.

The expectation is that identified key pieces of work, within a scheme, of work are marked for literacy and:

- that agreed marking codes will be used *effectively and appropriately* to highlight literacy errors *(see Marking Codes on T drive).*
- misspelling of subject specific key words will be addressed
- students will recognise the need to use accurate spelling, punctuation and grammar and understand the importance of responding to corrected work

Spelling and Vocabulary

- There is an emphasis on the proactive teaching of spellings rather than reactive marking.

- Subject specific spellings and vocabulary are actively taught across the curriculum when appropriate in lessons, as well as with word games and the building of vocabulary banks.
- Staff highlight key words on worksheets during discussion, or using, for example, bold print. Key words must be current, relevant and regularly changed. These are best written in lower case, to emphasise the word shape.
- All subjects display words specific to their own curriculum area (Tier 3 vocabulary).
- Word of the Week is on display in each classroom and discussed by all subject teachers; these words are taken from the academic word list (Tier 2 vocabulary)

Publicity

All staff recruited to, and students attending, the school will be made aware of the Literacy across the Curriculum Policy. The policy will be posted on the school web site to be shared with parents/carers and the wider school community.

Monitoring

This policy is quality assured through:

- Scrutiny of books and quality assurance of departmental schemes of work
- Pupil dialogue
- Lesson observations and learning walks
- SLT line management meetings