



CS16 – Literacy Across the Curriculum



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Leader of Policy Review	Headteacher, Head of English		
Associated Policies	Additional Needs, Language and Bilingualism, Skills Development		

The three main components of literacy are reading, writing, and speaking and listening. Literacy develops the skills needed to understand written and spoken language, to interpret what has been written or said, and draw inferences from the evidence that surrounds us. It is also about being able to communicate fluently, cogently and persuasively.

Literacy is based on reading, writing, and oral language development. Teachers of all subjects have a responsibility to ensure that students develop all these skills to the best of their ability and to apply and extend these skills across the curriculum. Literacy competence is directly related to practical and emotional development as part of Personal and Social Education.

READING ACROSS THE CURRICULUM

Through reading, students access the ideas, information, and experiences that help them to understand themselves, their world and to learn and work effectively. Students also read for entertainment.

Learners extend and apply these skills across all curriculum areas. Teachers plan and assess the extent to which learners are able to apply the skills and strategies in purposeful, age-appropriate reading tasks in a whole-school cross-curricular approach.

The reading for information strand focuses on these elements.

- Reading strategies
 - Using word skills and comprehension strategies
 - Accessing information to ascertain meaning
 - Evidence from observation and listening to learners read.
- Comprehension, and response and analysis
 - Identifying main ideas, events and supporting details.
 - Predicting, making inferences, describing relationships.
 - Making connections within/across a range of texts/themes and from personal experience.
 - Offering opinions, critically analysing the author's message and techniques.

Tasks undertaken by departments include:

- Use of reference materials to research a topic for project work
- Reading with discrimination to select information, especially on the internet
- Proof-reading own work, as well as helping others
- Reading for information or to enhance accurate understanding (new vocabulary/concepts/implications)
- Sequencing texts or re-organising statements
- Play reading and dramatisation
- Reading of students' own work aloud, silent reading or using a class reader

- Paired reading (to encourage reluctant or slow readers)
- Reading for pleasure and reading around
- Reading to recognise sounds, especially in a foreign language

WRITING FOR INFORMATION

Students are given opportunities to write to record and explore their thoughts, feelings, and opinions; to communicate with others; and to express their ideas through the power and beauty of language. Writing for information includes work that is intended to present information (e.g. articles or reports), outline procedures (e.g. instructions) and persuade others (e.g. editorials).

Writing for information focuses on five elements.

- Meaning
 - Planning and adapting writing style to suit the audience and purpose.
 - Improving writing through independent review and redrafting.
- Form
 - Attention to the 'rules' of the particular form of writing (e.g. news stories, instructions).
 - Organisation of ideas and information.
- ICT
 - Using increasingly complex ICT programmes to improve the quality of presentations.
- Language
 - Using technical terms, language and expression consistent with the subject and content.
- Presentation, spelling, punctuation, grammar and handwriting
 - Legibility, spelling, punctuation, grammar and sentence structure.

Tasks undertaken by departments include:

- Structured reporting, creating leaflets or brochures to inform and persuade or advise
- Keeping a journal (real or imaginary), writing letters (formal and informal), producing a CV
- Creating advertisements, posters and storyboards inc. understanding and using images
- Writing reports and articles for newspapers, or making a magazine
- Imaginative essays, poetry, scripts, discursive essays
- Note-taking, summarising, and writing to inform, persuade and entertain
- Assessing practical work and conceptualising through analysis
- Changing format to appreciate value of diagrams, flow charts, captions, etc.
- Use of ICT-based styles and 'texting'
- Responding to open and closed questions

ORACY

Students are encouraged to communicate their needs, feelings, thoughts; retell experiences with others; and express their ideas through the power and beauty of the spoken word. Students refer to their intentions by asking questions, voicing/expressing opinions and making choices through a variety of media, and by building on previous experiences. Listening and responding appropriately to others and a range of other media is an essential component in the development and use of language.

The oracy strand focuses on three elements.

- Speaking
 - Communicating ideas and information to a wide range of audiences and a variety of situations.
- Listening
 - Listening and responding to the viewpoints
- Collaboration and discussion

- Contributing to discussions and presentations.
- Discussing the viewpoints/ideas of others', and sharing personal ideas and opinions.

Tasks undertaken by departments include:

- Discussion in small groups, as well as large group discussion or debate
- Reporting back information
- Individual presentation to an audience
- Reading aloud from texts, playscripts, etc.
- Role-play and dramatisation eg. 'hotseating'
- Question and answer sessions
- Comparisons of prepared statements
- Pair work, including comparison of work to be redrafted and drawing diagrams from instructions
- Recital for an audience
- Book reviewing

LITERACY INTERVENTION PROGRAMME

On its own, quality teaching of literacy across the curriculum will not enable students who have fallen significantly behind in reading and writing to catch up. An early-intervention programme (Skills Progress) helps these students become independent learners as part of the whole-school approach to literacy.

Students to be involved in Year 7 will be identified using:

- Information from primary schools, including reading scores and CATs scores
- Diagnostic procedures built into the first unit in the English Year 7 scheme of work
- Information regarding specific students provided by Additional Needs staff

Focused Support

- During the first six weeks, all students will remain in their normal classes for English, helping to diagnose weak comprehension, reading, spelling and writing skills. They will also have an opportunity to build up a relationship with their English teacher, so that students withdrawn for focused support will not experience a problem when returning to mainstream.
- Those students identified as struggling with literacy will then have their English lessons in the Library for a period of about seven weeks.
- Literacy support will consist of an individualised programme using the ILS and specific individualised tasks related to speaking and listening, reading and writing skills.
- Students identified as having specific learning problems will be withdrawn from mainstream languages to receive an intensive programme designed to meet individual needs. Welsh and foreign language will be taught in small-group intensive sessions. The system sets targets for individuals and reports to parents and staff on progress of all students involved in the programme.

OTHER SUPPORT STRATEGIES

A general system of support for literacy will target a wider range of students across KS3. Such strategies will include:

- Continuation of ILS in registrations
- Involvement of parents
- Information to all teachers about the nature of specific literacy difficulties of students
- English Writers' Club runs to stretch and challenge those with a passion for English