



MARICOURT
CATHOLIC
HIGH SCHOOL
& SIXTH FORM CENTRE

LITERACY POLICY

Mission Statement

Maricourt seeks to provide a living Catholic community which is rooted in Christian values and where growth and knowledge, respect love and fellowship are shared by all.

INSPIRE
WITH
MARICOURT

POLICY REVIEWED: November 2018
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Lost for words

“Literacy lays the foundation for a future of greater individual resilience and increased social mobility. . . . Through literacy development, people can better engage both socially and economically . . . it is not literacy on its own that makes a difference, but what it enables people to do in order to ameliorate the experience of living in poverty and therefore increase the likelihood of breaking the poverty cycle”

Lost for words, Emily McCoy (2013)

Teaching standards

“All teachers will promote high standards of literacy and the correct use of standard English, whatever the teacher’s specialist subject.”

New Teaching Standards (2011)

All teachers are teachers of literacy. Maricourt High School is committed to developing literacy skills in all of its pupils, in the belief that it will support their learning and raise standards across the curriculum, because:

- pupils 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 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, motivation and behaviour. It allows them to learn independently and is empowering.

Specific literacy objectives will be incorporated into all schemes of work. Where appropriate, they will feature in lesson plans. Literacy should also form part of lesson plenaries when it is appropriate to the focus of the lesson.

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

- **Governors:** monitor that policy is in practice;
- **Senior managers:** lead, monitor, evaluate and give a high profile to literacy;
- **English department:** provide pupils with the knowledge, skills and understanding they need to read, write, speak and listen effectively;

- **Teachers across the curriculum:** contribute to pupils' development of language, since reading, writing, speaking and listening are, to varying degrees, integral to all lessons;
- **Literacy co-ordinator:** supports departments in the implementation of strategies; encourages departments to learn from each other's practice by sharing ideas; liaises with the Catch Up Literacy co-ordinator and engages with parents;
- **Parents:** encourage their children to use the range of strategies they have learnt to improve their levels of literacy;
- **Pupils:** take increasing responsibility for recognising their own literacy needs and making improvements.

Across the school we shall:

1. Identify the strengths and weaknesses in students' work, using a cross-curricular form of annotation.
2. Adapt the identified cross-curricular literacy priorities for each year group.
3. Seek to identify progression in the main forms of reading, writing, speaking and listening undertaken in each department and strengthen teaching plans accordingly.
4. Plan to include the teaching of literacy objectives to support learning in own subject area.
5. Review this literacy policy annually.

Use of Language Across the Curriculum

Pupils should be taught in all subjects to express themselves correctly and appropriately and to read accurately and with understanding. Since standard English, spoken and written, is the predominant language in which knowledge and skills are taught and learnt, pupils should be taught to recognise and use standard English.

Speaking and Listening

We will teach pupils to use language precisely and cogently. 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.

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 aim to promote reading for pleasure through planned reading time and regular library lessons in years 7 & 8. We promote wider reading across the curriculum through Year 7 research projects and other promotional events.

We 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.

Pupils should be taught the technical and specialist vocabulary of subjects and how to use and spell these words. They should also be taught to use the patterns of language vital to understanding and expression in different subjects. These include the construction of sentences, paragraphs and texts that are often used in a subject.

Writing

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;
- being taught to organise their writing in logical and coherent forms;
- providing opportunities for a range of writing including sustained writing;
- being taught to use correct spelling and punctuation and follow grammatical conventions.

Monitoring and Evaluation

Progress to be monitored by: work sampling, observation, link meetings; dept planning; pupil interviews and departmental reviews.

Including ALL Pupils

Differentiation

Maricourt High School pupils are entitled to our highest expectations and support. Some will need additional support and others will need to be challenged and extended. Strategies that we can use include:

- questioning;
- adjusting the demands of the task;
- the use of additional support;
- use of group structures;
- resources;

- making objectives clear;
- creating an atmosphere where pupils evaluate their own and others' work. **The more able** we will seek to:
 - o identify able pupils;
 - o promote ways of structuring learning for able pupils by using Framework objectives;
 - o develop a teaching repertoire which supports and challenges able pupils.

Our pupils learning EAL need to hear good examples of spoken English and also refer to their first language skills to aid new learning in all subjects of the curriculum. The use of their first language enables them to draw on existing subject knowledge and to develop English language skills in context.

SEND

We will teach our pupils with special educational needs and disabilities appropriately, supporting their learning and providing them with challenges matched to their needs, through using a range of teaching strategies such as guided group work, writing frames and oral activities.

Intervention

Pupils entering Y7 with a reading level deemed non-secondary ready (<100) will take part in Catch Up Literacy – an intensive one to one intervention programme. They will remain in the programme until such a time as they achieve their age appropriate reading age.

Assessment

Available data from KS2 should be used to inform planning and to assist us in responding to early pieces of work. Data from Year 7 testing should be used as soon as this is available.

The best assessment informs lesson-planning and target-setting and helps us to maintain the pace of learning for our pupils.

The English Department

In addition to the whole-school aspects of this policy, the English teachers at Maricourt High School have a leading role in providing pupils with the knowledge, skills and understanding they need to read, write, speak and listen effectively.

The English department is well-placed to offer good advice and expertise.

The role of the English department includes:

- contributing to the whole-school audit;
- a key role in identifying literacy priorities, targets and objectives;
- using data to identify curricular targets;
- developing strategies and whole-school approaches.

Appendix

Literacy Priorities 2017/18

	AIMS	ACTION
1	To further develop a whole school reading culture.	Across all departments, pupils will be directed towards differentiated reading materials and encouraged to read widely. Departments to work with the library staff to develop cross-curricular, wider reading displays.
2	To make this culture visible across the school.	The library staff, literacy co-ordinator and English staff to continue developing the use of the library and library staff to promote reading for pleasure and wider reading. Promote promotional projects through events to coincide with <i>National Poetry Day</i> and <i>World Book Day</i> .
3	To encourage diverse reading habits by introducing pupils to different reading genres.	<i>Read All About It</i> genre booklets introduce pupils to genres they may not previously have considered.
4	To reinforce key words (spelling, pronunciation and meaning) relevant to each unit of work.	All departments to ensure that key words are made explicit and reinforced through literacy displays in each classroom and in exercise books.
5	To encourage pupils to widen their vocabulary and be specific in their language choices.	Pastoral teams to encourage inter-form competitions through <i>Language Specificity</i> .
6	To identify all pupils entering Y7 who are non-secondary ready and to intervene appropriately.	Provide intensive 1:1 intervention for identified pupils in Y7 in order to ensure that all pupils have the necessary literacy skills to access the curriculum.

7	To apply the whole school literacy marking policy to the first paragraph of all pupils' extended writing.	Concentrate on the marking of high-frequency and key subject words and common grammatical errors.
8	To make staff aware of the children in their classes who struggle with reading.	Make information regarding pupils affected and the support provision they receive known throughout the school.
9	To provide staff with appropriate literacy training.	Literacy co-ordinator to offer staff support through informal training opportunities.
10	To encourage pupils' oracy through whole-school literacy initiatives	Opportunities for learning through talk promoted by all staff.