



Literacy Policy 2016/17

Guiding Principles:

It is important to recognise that:

‘Subject teachers are responsible for the consistent implementation of the aspects of policy relating to their own classrooms’, according to the National Teaching Standards, September 2012, and that all teachers must demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject’.

In addition:

George Sampson’s dictum that “every teacher in English is a teacher of English” remains as powerfully relevant today as when he wrote it in 1921.

Strategies to Support Literacy Across the Curriculum

The Environment

- The learning environment in Malden Oaks is supportive: displays in classrooms and around the centre include key vocabulary and punctuation information, literacy targets and some subject-specific concepts. The literacy display board has a ‘word of the week’ display and a literacy target for the half term. Each classroom has a ‘I am reading..’ poster on the door which teachers change every time they finish a book. Posters are displayed in the café area and the common room – famous quotes, punctuation mistake displays and humorous literacy quote sections.
- The learning environment promotes a love of reading: books and other reading materials are displayed and used; staff model ‘reading for pleasure’ on their door posters: this may take the form of reading subject-related web sites, blogs and articles used within lessons as well. Staff emphasise and promote the nurturing and ‘Social, Moral, Spiritual and Cultural’ importance of engaging in literature. Staff write reviews of the books they have read and these are put into the library.



Subject Teachers

- All students undertake baseline assessments on entry to Malden Oaks. Although attainment data is provided by their mainstream school, it is vital to assess a student's strengths and challenges on entry. They will be assessed by the Specialist Literacy teacher, as well as the SENCO, as part of their induction programme
- Students have the opportunity to experience success in every lesson: this means that alongside challenge, teachers always include work that the learner can 'master'.
- All teachers should make literacy a key focus in lessons, teaching literacy skills discreetly, in addition to promoting half termly literacy targets. ('The teaching of Reading, Writing, Communication and Maths is highly effective and well-planned' in an 'Outstanding' lesson (Ofsted 2012)
- All teachers help students to access texts by, for example: modelling reading and teaching skimming, scanning, highlighting, summarising skills and chunking texts into manageable pieces.
- Teachers use a variety of fonts and font sizes on worksheets, displays and on the interactive whiteboard so that learners get used to reading different styles.
- Teachers follow the principle of 'a little but often' approach to improve literacy skills. This is in line with the literacy activities given to each teacher to complete with their tutees every morning or afternoon.
- As many students find word-processed work daunting (for a variety of reasons) teachers should also model work and ideas using handwriting as a tool to demystify the written word. For those who find writing challenging, the opportunity to use a computer some of the time is given. This may lead to them accessing a computer for their GCSE examinations.
- Teaching assistants are used to consolidate learning and to offer precise teaching materials for literacy. These interventions prove effective for those students that require extra help with their written work and comprehension skills.
- Contextual diversity: information should be presented in a variety of text types (for example, books, articles, web sites, leaflets) to support the generalisation of learning.
- One skill should be taught at a time where appropriate: allow students to 'master' one skill before moving on to another.





- Teachers regularly provide writing frames for students who need them, and also model writing in lessons. Work can be scaffolded orally in collaboration with students on the computer/whiteboard/sugar paper/worksheet as appropriate as a means of allowing the students some control over the pace and direction of the work. Teachers will also use differentiated questioning, gap fill and other varieties of differentiation to allow students to fulfil their full potential.
- The marking of students' work, whether it is in a written or oral form, should take into account the acquisition of functional literacy skills whether they are communication, reading, and writing or maths skills. The literacy focus for each term should be alluded to in the marking of students' work.
- Independent reading in lessons and at home is encouraged and supported: students have reading time in study sessions; students have access to a wide range of literature; reading is often set as 'home study'. English lessons often start with silent reading and one English lesson a fortnight should be held in the library or include a sustained period of reading (if the students within have not already had a reading intervention).

Literacy Co-ordinators/ SENCOS

- A literacy target is set by the Literacy Co-ordinator in each unit every half term. These are displayed in every classroom and around the school. These targets are explicitly referred to, and taught in lessons.
- Resources and or inset to support teachers promoting literacy in their lessons are shared regularly. One is held at the start of every academic year to introduce the key literacy principles for that school year, and others if needed throughout the year.
- The Literacy Co-ordinator will provide tutors with their literacy activities at the start of each week and the termly focus and word of the week is also displayed in the classrooms.

Date agreed :

16/11/2016

Agreed date for Next Review:

November 2018.

B. J. Axby

