



'Let your light shine' Matthew 5:16

Bilbrook CE Middle School

Literacy Across the Curriculum Policy

Rationale

Literacy underpins the school curriculum by developing students' abilities to speak, listen, read and write for a range of purposes, using language and communication, to think, explore and organise. All Departments and all staff have a crucial role to play in supporting students' literacy development, and thus raising standards across the curriculum.

Policy Aims

The aim of the policy is to ensure all students can:

- ❖ Read fluently, accurately and with understanding.
- ❖ Become independent and critical readers, with the ability to detect points of view, implicit meaning and bias.
- ❖ Select information from a wide range of texts and sources, including print, media and ICT and to evaluate those sources.
- ❖ Apply techniques such as, skimming, scanning and text-marking effectively in order to research and appraise texts.
- ❖ Write in a wide variety of forms for different purposes.
- ❖ Develop complex ideas and communicate meaning using complex sentences, wide-ranging and technical vocabulary and an effective style.
- ❖ Present their writing legibly using accurate grammar, punctuation and spelling with a particular emphasis on cursive handwriting in KS2.
- ❖ Listen to complex information and give a relevant response.
- ❖ Ask questions as well as answer them.
- ❖ Talk for a range of purposes and for a variety of audiences.

Strategies for developing the three communication skills

<u>General approaches</u>

- ❖ To raise staff awareness of key literacy strategies through working party discussions, staff training and the dissemination of good classroom practice.
- ❖ To establish a consistent cross curricular approach to reading, writing and speaking and listening.
- ❖ To use and apply whole school dyslexic strategies.
- ❖ To use the library, engaging texts and new technology to encourage students' interest in literacy.
- ❖ To ensure pupils experience a language rich environment.
- ❖ To establish high expectations of good quality spoken and written language.

Approaches to developing reading

All teachers will:

- Draw students' attention to the structure of texts (titles, paragraphing, bullet points).
- Help students to adapt their style of reading to their purpose e.g. choosing to skim, scan or read closely.
- Tell students the purpose of any reading.
- Set students regular reading homework.
- Teach students to select relevant information by highlighting bullet point and summarising.
- Provide differentiated reading materials where appropriate.
- Help students to develop and extend their vocabulary by identifying key words and giving pupils opportunities to use them.
- Expose students to a wide range of literature including magazines, journals and books structured in different ways.
- Make purposeful use of the library and ICT resources within school.
- Use a 'Whole Class Reading' style of teaching in KS2 and phased into KS3.
- Hear pupils read on a 1:1 basis during the 15 minutes reading every day. Staff will have a particular Reading Domain focus in mind when assessing children's understanding. Their observations will be recorded on the Bilbrook Staff Shared area and highlighted appropriately (see end of document for Reading Domains).

Approaches to writing

All teachers will:

- Provide students with clear literacy objectives in Geography, History, Science and other relevant subjects.
- In each subject, apart from Maths and P.E., ensure there will be at least 3 pieces of extended writing per academic year which will focus upon writing across the curriculum (see end of document for writing expectations).
- Make connections between reading and writing so students can use reading to improve the quality of their writing.
- Use the modelling process to show students how to write in a variety of styles.
- Help students to plan, draft and evaluate their own writing and that of their peers.

- Draw attention to purpose (why) and audience (who).
- Provide opportunities for students to write for different purposes.
- Help students to use a range of strategies to learn spellings e.g. look-say-cover-write-check and phonetics.
- Ensure that students who have specific educational needs will have equipment provided e.g. laptops, scribed, overlays, etc.
- Mark writing in-line with the Marking Policy and allow students time to correct their errors and improve their writing.
- Provide consistent teaching of text types (letters, reviews, report, etc.).
- Model the use of neat, cursive handwriting.

Approaches to Spoken Language

All teachers will:

- Have high expectations of pupils' spoken language.
- Provide a range of activities that allow students to develop their listening and evaluative skills.
- Provide a variety of groupings that allow students the opportunity to work with others.
- Give opportunities for public speaking.
- Help students use relevant strategies to build their vocabulary (planning, drafting and revising).
- Verbally model tasks before pupils complete a piece of work.
- Encourage pupils to verbalise their ideas before completing a written task.
- Model high expectations of Standard English.

Monitoring and evaluation

The Literacy Across the Curriculum Policy will be evaluated by:

- Carrying out planning reviews to ensure that literacy objectives are identified in medium term subject plans and short term plans and that they specifically address literacy objectives.
- Gauge success in the four communication skills through the grades gained by students in external examinations and in-school assessments.
- Monitor pupils' literacy learning through cross curricular book trawls and via discussions with students.

Cross Curricular Extended Writing Expectations

Subject Area	Extended Writing Expectation
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English	One piece of extended writing every other week.
Science	One per half term (6 over the year)
History and Geography	3 per subject (so 6 in total over the year)
Art	1 per term
Music	1 per term
PSHE/Citizenship	1 per term (Choose favourite area – a balanced argument lends itself well to this)
R.E.	1 per term
Computing	1 per term
French	1 per term
Design and Technology	1 per year (or a few smaller pieces across the year i.e. planning or evaluation write up)

Reading Domains

Reading content domain is based on the National Curriculum and is used to make sure the students understand the information they have been taught.

- 2a give / explain the meaning of words in context (vocabulary).
- 2b retrieve and record information / identify key details from fiction and non-fiction.
- 2c summarise main ideas from more than one paragraph.
- 2d make inferences from the text / explain and justify inferences with evidence from the text.
- 2e predict what might happen from details stated and implied.
- 2f identify / explain how information / narrative content is related and contributes to meaning as a whole.
- 2g identify / explain how meaning is enhanced through choice of words and phrases.
- 2h make comparisons within the text.

Reviewed by E.Schubert

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