

Honiton Community College Academy Trust



This policy was adopted by the Governing Body of
Honiton Community College Academy Trust
on 26th May 2021
and will be reviewed annually.

Literacy is about people's ability to function in society as private individuals, active citizens, employees or parents... Literacy is about people's self-esteem, their interaction with others, their health and employability. Ultimately, literacy is about whether a society is fit for the future.¹

¹ *Final report of the EU High Level Group of experts on literacy*, 2012;
ec.europa.eu/education/literacy/resources/final-report/index_en.htm.

LITERACY – ‘the language of learning’²

Purpose

- to raise the achievement of students at HCC
- to ensure consistency of methods when teachers/students use literacy across the curriculum
- to enable students and staff to recognise the importance of literacy

Principles of Literacy across the Curriculum

The principles behind this document follow from educational research and government recommendations.³

As teachers we all understand the important part we have to play, no matter what our subject area, and review our progress in this area under section 3 of the teaching standards (“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”⁴).

The Department for Education is clear and emphatic – the curriculum should offer opportunities for pupils to:

- ‘engage in specific activities that develop speaking and listening skills as well as activities that integrate speaking and listening with reading and writing’
- ‘develop speaking and listening skills through work that makes cross-curricular links with other subjects’
- ‘develop reading skills through work that makes cross-curricular links with other subjects’
- ‘develop writing skills through work that makes cross-curricular links with other subjects’
- ‘work in sustained and practical ways, with writers where possible, to learn about the art, craft and discipline of writing’
- ‘redraft their own work in the light of feedback. This could include self-evaluation using success criteria, recording and reviewing performances, target-setting and formal and informal use of peer assessment. Redrafting should be purposeful, moving beyond proofreading for errors to the reshaping of whole texts or parts of texts.’⁵

² *Improving literacy in secondary schools: a shared responsibility*, Ofsted, April 2013
<https://www.gov.uk/government/publications/improving-literacy-in-secondary-schools-a-shared-responsibility>

³ *Removing barriers to literacy*, Ofsted, 2011
<https://www.gov.uk/government/publications/removing-barriers-to-literacy>

⁴ Teaching Standards, DfE, 2012
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/283566/Teachers_standard_information.pdf

⁵ ‘English: curriculum opportunities’, Secondary National Curriculum until 2014, Department for Education; updated 26 April 2012;

Our strategies to support Speaking and Listening

We will teach pupils to use language precisely and coherently. 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;
- Making links;
- Discussion and evaluation.

Our strategies to support Reading

We will 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;
- Foster and encourage the enjoyment of reading and its role in developing critical thinking and empathy;
- Continue Drop Everything and Read for years 7-9, including modelling reading for pleasure by staff;
- Make the terms and skills of skimming, scanning and reading for meaning the common terminology used by all teachers;
- Use Accelerated Reader programme.

Our strategies to support 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;
- Oracy/reading may be used to prepare for writing, as well as writing frames to scaffold appropriately;
- Using the modelling process to make explicit to pupils *how* to write;
- Being clear about audience and purpose (e.g. to explain, persuade, hypothesise, compare and develop answers);
- Providing opportunities for a range of writing including sustained writing;
- Will include planning, drafting and re-drafting as part of writing;
- Cross curricular approach to GRIT (Guided Reflection and Improvement Time);
- Teach pupils how to write in ways that are specific to that department's subject needs;
- Shares common resources, as appropriate, to reinforce a cross-curricular approach and a wide range of resources in our Literacy Boxes;
- Students are clear about assessment criteria for their writing;
- Their written work is marked regularly, with clear next-steps for improvement given, including punctuation, spelling and grammar.

Literacy Key to support feedback on writing

^	Carat – this indicates that you have left something out (omitted it). The symbol points to the words that will be inserted by your teacher.
P	Punctuation – you have made a punctuation error; this will be corrected at the location of the error but the symbol may appear in the margin.
Sp	Spelling – you have made a spelling error. These errors may be corrected and you should do your best to write out your corrections as required by your teacher.
NFS	Sentence – not a full sentence.
//	Paragraphs – your teacher will show you where you should have begun a new paragraph.
□	Capital needed
T	Tense – incorrect use of past, present or future.
Ww	Wrong word
D	Date missing
Ti	Title missing
U	Underlining needed
DIP	Diagram in pencil

However, we recognise that ‘Literacy’ is more than the mechanics of reading, writing, speaking and listening. Our Curriculum demands that connections be made between each strand and across subjects, which calls for thought and understanding, for recall, selection and analysis of ideas and information, and for coherent, considered and convincing communication in speech and in writing. Throughout all subjects we encourage pupils:

- ‘make extended, independent contributions that develop ideas in depth’
- ‘make purposeful presentations that allow them to speak with authority on significant subjects’
- ‘engage with texts that challenge preconceptions and develop understanding beyond the personal and immediate’
- ‘experiment with language and explore different ways of discovering and shaping their own meanings’
- ‘use writing as a means of reflecting on and exploring a range of views and perspectives on the world.’⁶

Interventions:

Targeted intervention will be used to help pupils to catch up with their peers as quickly and effectively as possible in order to maximise access to the secondary curriculum. For example, where appropriate, additional year 7 and 8 literacy groups and paired reading during registration time.

Teachers across the curriculum will be kept informed about which pupils are participating in in targeted support.

⁶ ‘English: curriculum opportunities’, Secondary National Curriculum until 2014, Department for Education, updated, 26 April 2012;
www.education.gov.uk/schools/teachingandlearning/curriculum/secondary/b00199101/english/ks4/programme/opportunities.

Teachers will be familiar with the content of interventions in order that they can 'link the learning' into their subject area and to provide pupils with opportunities to practise their skills.

EAL pupils should be set according to their ability and this should be adapted once their ability in subjects has been assessed. Staff will receive training on strategies to support EAL pupils from the Literacy coordinator and relevant outside agencies.

We will teach our pupils with special educational needs 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 spoken activities. There will be liaison with the Director of SEND as to specific literacy strategies to support dyslexia.

Monitoring and Evaluation

We will make use of available data to assess the standards of pupils' literacy. ELT link, the Head of English, Literacy co-ordinator and Director of SEND, will decide how to monitor progress in the school.

Possible approaches are:

- Sampling work – both pupils' work and departmental schemes;
- Observation – pupil pursuit and literacy teaching;
- Learning walks- ELT, HOD and department reviews;
- Meetings;
- Student voice;
- Review of department development plans;
- Encouraging departments to share good practice by exhibiting or exemplifying pupils' work;
- Annual literacy plan overseen by ELT link;
- Literacy Update a regular item in the 'Quality of Education Update' to inform Governors on progress.