



FOUNDRY COLLEGE

Literacy Policy

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Signed	Jay Blundell

Our college vision statement underpins all our policies creating a safe, respectful learning environment for all.

- Excellence that inspires learning, achievement and enjoyment for all.
- Supporting all learners to fulfil their potential in a challenging and safe environment.
- Promoting respect, nurturing the positive and developing skills for life.

Rationale for Whole College Literacy Statement

Foundry College is committed to improving standards of literacy through a consistent approach across all areas of the curriculum. Literacy refers to the ability to communicate effectively in a variety of ways to a range of audiences. It unites the skills of reading, writing, speaking and listening.

It is vital that pupils are allowed to become competent language users, in order to lead successful and productive adult lives. Competence and confidence with literacy skills promotes self-esteem and sense of purpose which will undoubtedly impact positively upon levels of behaviour.

Examinations demand high levels of literacy and it is those pupils who are literate who are more likely to achieve higher standards of attainment in public examinations due to the increasing emphasis on spelling, punctuation and grammar (SPaG) in all public examinations. The more independent styles of learning can only be accessed where literacy levels are high. These styles of learning promote confidence and also assist in examinations where extended writing is required.

Aims:

- To assist in raising the profile of literacy within the college.
- To help raise levels of literacy by encouraging all pupils to achieve their full potential in their reading, writing, speaking and listening skills.
- To develop an effective use of these skills appropriate to a variety of contexts and audiences.
- To value the languages and communication skills which pupils bring to the college and to use these as a starting point for learning.
- To have high expectations of pupils' literacy skills.
- To provide structured support for individuals who are experiencing difficulties in any area of literacy.

Principles:

- Speaking, listening, reading and writing are all essential, inter-related elements of the learning process in all subject areas.
- The college acknowledges each individual has strengths and weaknesses in different areas of literacy.
- All staff are teachers of literacy.
- All staff should have access to Inset training which allows them to be confident and effective teachers of literacy.

- Different subject areas use language which needs explaining and re-enforcing through a variety of methods.
- The college's monitoring and review process should include scrutiny of literacy teaching across the curriculum, and pupils' cross curricular application of literacy.
- Language is dynamic and responds to changing social circumstances and expectations.
- Language embodies cultural and social values.
- In its commitment to equal opportunities, the college values the ethnic and social diversity of its population and acknowledges many pupils are skilled in a range of languages and dialects.
- Standard English should be promoted for academic and formal purposes.

Ways of Promoting Literacy across the Curriculum

Each individual has strengths and weaknesses, which may be highlighted, in the different areas of literacy; speaking, listening, reading and writing.

1. General:

- a) Value the opinions and ideas of all pupils.
- b) Involve pupils in the progress of their literacy development by providing regular feedback.
- c) Inform pupils of the purpose of any speaking and listening, reading or writing task that they do.
- d) Make texts in all subjects accessible to all pupils.
- e) Introduce pupils explicitly to subject specific terminology.
- f) Where appropriate, offer pupils frameworks to support extended writing tasks.

2. Speaking and Listening:

- a) Provide opportunities for structured talk in pairs and groups.
- b) Make explicit the ground rules and expectations of such talk.
- c) Make explicit the value of talk as an essential part of learning.
- d) Set speaking and listening tasks for homework.
- e) Provide opportunities to use varying degrees of formality appropriate to purpose and audience.

3. Reading:

- a) To encourage pupils to read for information and understanding as well as eliciting pupils' existing knowledge about a topic before reading.
- b) Teach the skills of reading graphics within texts; of interpretation of graphs, diagrams etc. and the relationship between these and the text.
- c) Provide a range of strategies to enable pupils to gain meaning from a text, e.g. text marking, close procedures, re-ordering of text sequencing.
- d) Provide opportunities for extended reading, as well as close reading, skimming and scanning.

- e) Support pupils in extracting information from a text and making notes. Texts should be decoded and age appropriate.
- f) Encourage pupils to think critically about the texts they encounter across the curriculum.
- g) A wide range of reading material should be available in each curriculum area, which is up-to-date, relevant and balanced.
- h) Teaching rooms should be stocked with appropriate dictionaries, glossaries, etc.
- i) For further clarification, a 'text' may be of the non-print sort, such as a film or painting, e-texts or multi modal texts.
- j) Value reading as an enjoyable activity in itself.

4. Writing:

- a) Provide good models of particular kinds of writing and presentation.
- b) Provide opportunities for collaborative writing.
- c) Where possible, offer a real audience and purposes for writing.
- d) Avoid, as much as possible, copying and dictation.
- e) Provide structures and frameworks to scaffold pupils' writing.
- f) Actively teach the styles of writing needed in the different subject areas.
- g) Model and demonstrate the writing process for pupils.
- h) Focus on content and technical skills.
- i) Offer opportunities for extended writing through planning, drafting, redrafting, etc.
- j) Offer opportunities for pupils to write in a range of genres and formats.
- k) Encourage the learning of correct spellings and utilise the college's marking policy
- l) Display pupils' work attractively.
- m) Help pupils choose appropriate registers and forms in which to write, appreciating differences between standard and non-standard forms of language.

Promoting Literacy Development through ICT

ICT can support pupil language and literacy in some specific ways:

- Word processing programmes help the surface features of writing – neat text, spelling and presentation – allowing the pupil to concentrate on their ideas and giving them pride in their work.
- Desktop publishing means that pupils can produce brochures, newspapers and books, which can encourage writing.
- Audio and graphics can support the reading of texts along with eBooks.
- Regular use of the internet to improve pupils' research and reading skills in all forms of media including books.
- Internet sites dealing with key literary texts provide extra resources.
- Texts that exist on the computer can offer an opportunity to read in a new way.

Whole College Strategies

- Members of staff must ensure that literacy is highlighted in Schemes of Work and lesson planning where appropriate.
- The literacy coordinator should meet regularly with the SENCo and Targeted Intervention Leader to discuss college policy and practice.

Monitoring

The Headteacher and the Senior Leadership Team will include monitoring of Literacy across the curriculum as part of their regular monitoring. Their focus should be on effective incorporation of literacy into planning, monitoring of assessment opportunities and the quality of delivery of literacy activities within lessons.

The Literacy Coordinator will oversee the implementation and development of the policy and provide support for faculties. They will report to the Senior Leadership Team on the progress of Literacy across the curriculum.