



Fazakerley High School



Literacy Policy

Adopted by Governors May 2016

Fazakerley High School

Literacy Policy

At Fazakerley High School, we accept the fundamental principle that Literacy is the key to improving learning and raising standards; it enables pupils to gain access to the subjects studied in schools, to read for information and pleasure, and to communicate effectively. Literacy is not the responsibility of the English department alone, all teachers share responsibility for the teaching of literacy across the curriculum.

Our school has decided to use a multi-stranded approach to literacy and aims to develop:

- the specific teaching of literacy within English and related departments,
- the subject-specific literacy demands within individual departments,
- cross-curricular issues of literacy which can be supported by all departments,
- a whole school literacy awareness strand that concentrates on creating, and maintaining, a
- positive ethos towards literacy and a high public profile for literacy within the institution

OUR AIMS

- To adopt a whole-school approach to literacy across the curriculum
- To enable all pupils to reach their potential in the key literacy skills of reading, writing, speaking and listening
- To support the development of literacy skills throughout the curriculum
- To raise staff awareness of key literacy strategies
- To encourage staff to develop literacy in their subject areas through the inclusion of strategies in schemes of work
- To support the development of literacy through the deployment of a range of resources in the school
- To establish procedures for monitoring literacy across the curriculum

Literate secondary pupils should:

- read and write with confidence, fluency and understanding
- use their skills in speaking and listening to explore, articulate and extend their understanding of texts
- be able to orchestrate a full range of reading cues (phonic, graphic, syntactic, contextual) to monitor their reading and correct their own mistakes
- understand the sound and spelling system and use this to read and spell accurately
- have an interest in words, their usage and meanings
- have an extensive vocabulary used appropriately for different purposes
- know, understand and be able to write in a range of fiction and poetry genre
- understand the conventions of different non-fiction texts and be able to use these conventions as confident readers and writers
- plan, draft, revise and edit their own writing from notes to a finished form; understanding the publishing process and using a variety of means including ICT to produce texts for different purposes
- have an extended technical vocabulary enabling them to evaluate their reading and writing
- read and write for enjoyment and with discrimination

- through reading, writing and speaking and listening develop their powers of imagination, critical awareness and thinking
- be able to research independently and make notes from a variety of sources including the internet
- know how to use the Library resourcefully and purposefully
- use appropriate reading strategies to extract particular information such as highlighting and scanning
- use talk effectively to question, hypothesize, speculate, evaluate, predict, solve problems and develop thinking about complex issues and ideas
- be able to write cohesively in an increasingly sophisticated style, using varied punctuation, sentence structures, paragraphs and technical devices
- adapt their writing to suit audience and purpose

Reading Strategies

Across the curriculum teachers will provide activities for pupils to:

- read and follow written instructions
- read to explore and to develop understanding
- learn how to sift, select and take notes from the text
- learn how to access their textbook, including format and index
- learn how to select from written material, reformulate and question or challenge what they have read

Teachers will provide reading material of a high quality, which is up to date, relevant and balanced in its presentation of ethnicity, culture and gender and appropriate for age and ability of pupils. Opportunities should be created for teachers to refer to pupils' use of reading in assessments for all curriculum areas.

Writing Strategies

Across the curriculum teachers will provide activities for pupils to:

- Use writing to plan and organise
- Plan, draft, discuss and reflect on their writing, using ICT where appropriate
- Write for a range of purposes and audiences
- Make notes in a variety of formats

Teachers will set writing tasks that have clear and immediate purposes, are driven by a specific objective and which are appropriate for the age and ability of pupils.

Teachers will teach pupils how to structure their writing using sentence structures, paragraphs and punctuation.

Where pupils are asked to write in a particular genre, teachers will ensure that pupils are familiar with the appropriate style, tone and conventions.

Teachers will correct errors in grammar, punctuation and spelling in line with the department's assessment policy.

We will aim to:

- provide good models of particular kinds of writing
- provide Frameworks where appropriate
- provide dictionaries and teach pupils how to use them
- display Key Words in the classroom
- teach subject specific vocabulary and spelling
- encourage high standards of presentation

Speaking and Listening

Across the whole curriculum teachers will provide activities for pupils to :

- listen to and carry out instructions
- explore and develop ideas with others through discussion
- ask questions as well as answer them
- work collaboratively with others
- listen to others and make relevant contributions

Literacy develops over time as students progress through education from skilled readers to those who can comprehend complex text. Our strategies for improving literacy focus not only on improving reading and writing skills but also on developing thinking skills and oracy. Our school has put together a cogent Literacy Development Plan which will provide students with frequent opportunities to use language through reading, writing and speaking and listening tasks across the curriculum.

This policy will be monitored termly by Mr P M Fitzpatrick, Deputy Headteacher.