



AllSaints
CATHOLIC SCHOOL

Literacy Policy

All Saints Catholic School



“We are all one in Christ, our mission and our responsibility is to recognize all individuals in our community as part of the body of Christ and to value them accordingly in our treatment of them, thriving and progressing in a spirit of togetherness”
(1 Cor. 12:29)

Approved by
Chair of
Governor:

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All Saints Catholic School Literacy Policy

The Relevance of Literacy across the Curriculum:

This Literacy policy outlines how Literacy is to be developed at All Saints Catholic School with the aim of promoting a shared understanding of how to enable students to transfer their Literacy skills between different subjects and become confident, literate and articulate citizens.

Literacy has been identified as a key skill that is integral to raising achievement across the curriculum as well as to equipping young people for the workplace. Literacy supports learning in a number of ways, providing students with the vocabulary and the organizational control that is needed to progress across all subjects (see 2013 Ofsted report 'Improved Literacy In Secondary Schools: a shared responsibility').

Defining Literacy:

Literacy involves the ability to read and write; however, it also involves recognising, reproducing and manipulating the conventions of a range of texts as well as developing speaking skills. There are also new forms of literacy which relate to the development of digital technology and the use of multimedia which also require consideration.

The Department for Education has suggested a range of ways in which literacy should be encouraged within the curriculum including the development of:

Speaking and Listening Skills: Speaking encourages students to organise and structure ideas, while active listening is key to picking out important information. These skills could be further enhanced by tasks which integrate speaking and listening skills with reading and writing tasks as this can help to reinforce both skill sets.

Reading Skills: This should include being able to interpret a range of different text types as well as understanding how style and format can affect how different meanings are communicated.



Writing Skills: In conjunction with grammar, punctuation and spelling, students should also learn about the craft and different styles of writing for different purposes. The idea of 'text type' is central to this, whereby a 'text' is a piece of writing and the 'type' of text relates to its purpose or the reason why it is being written.

These skills should be reinforced both within specific subject areas as well as across the curriculum.

An integrated approach to Literacy across All Saints Catholic School:

Reading and manipulating information is fundamental to all subjects. Every department and all teachers have a role to play in supporting students' Literacy development.

Developing Literacy across the curriculum requires all teachers to understand that they are a teacher of Literacy and to acknowledge how different subjects can contribute to the development of Literacy skills. They are also expected to have an awareness of the language demands made upon students in different subject areas.

Whole school and departmental CPD will ensure that teachers are able to facilitate the development of Literacy skills within subjects.

Literacy is incorporated into medium term planning and schemes of learning.

The Literacy Coordinator works in partnership with the EAL Coordinator to ensure training is designed to develop the understanding of effective strategies that can be used routinely in lessons across the school.

Developing Literacy across the School:

- **DEAR:** Drop Everything and Read scheduled daily for 15 minutes at the beginning of Period 3 to ensure students are given regular opportunities to read for extended periods of time. It is also an opportunity for staff to share and model good reading practices with students. Staff are encouraged to promote secondary reading for their subject area by providing students with the material during DEAR.
- **Subject Specific Spelling Tests:** The use of subject specific vocabulary should be promoted across all departments and careful consideration needs to be given to which terminology is



introduced and when. This is embedded through half termly subject specific spelling tests which all departments implement for KS3-5. The academic language used should support the topic focus and assessment.

- It is expected that all students should be able to use specialist vocabulary appropriately, fluently and with confidence.
- The use of glossaries and display within the department will ensure that this permeates the learning environment.
- Teachers should make the success criteria for Literacy clear for pieces of written or discussion based work.

When planning for Literacy, teachers should promote the following skills, as appropriate to their schemes of learning:

- **Learning through Speaking and Listening:** this includes developing strategies to teach pupils how to participate orally in groups and in the whole class, including: using talk to develop and clarify ideas; using active listening skills to identify the main points to arise from discussion; listening for a specific purpose; discussion to promote debate and the evaluation of ideas. Students should be able to use language precisely and coherently in order to respond to and build on their ideas constructively.
- **Reading and Learning from text:** to enable students to use their reading skills to help them to learn and to develop increasing confidence and competence in reading different types of texts. In particular, they should be able to interpret the meaning behind these texts and the different ways in which this can be communicated through language. Students should be able to use strategies which enable 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.
- **Learning through writing:** students should be able to use writing to express their ideas and thoughts. This in turn requires an understanding of how to organise their writing so that they can write in a widening variety of forms for different purposes e.g. to interpret, evaluate, explain, analyse and explore.

Ensuring that links are drawn between speaking, reading and writing skills is important because reading and speaking can provide students with a clear model for their written work.



Assessment of Literacy and Teacher Feedback:

There is an expectation that all teachers within the school will provide feedback on general Literacy skills including spelling, punctuation and grammar.

Expectations regarding feedback for the promotion of literacy are reinforced by adhering to the school Feedback Policy and through routine 'book looks', learning walks and student conversations as part of Teaching & Learning Monitoring & Evaluation.

Feedback should relate to speaking and listening, reading and writing across the curriculum, as appropriate. High standards of verbal and written articulacy should be encouraged at all times.

For each class, every opportunity should be taken to ensure that:

- subject specific technical terms are used correctly and spelled accurately
- vocabulary tests on terminology are given as appropriate
- the criteria for written and discussion based work in terms of tone, style, conventions, audience and structure are shared and discussed. This will ensure that ideas are clearly structured and easy for the reader to follow, whether it be imaginative prose, mathematical symbols, notes or any other form, there is a shape (e.g. a logical sequence) that gives it coherence
- students can use various means of conveying information; for example, speeches, prose, narratives, graphs, maps, statistics, brief notes, diagrams
- students draw upon and analyse a range of different texts to inform their ideas
- written errors are identified and students are given the opportunity to review and improve

Meeting the Literacy needs of EAL Learners:

The profile of the student intake at All Saints School also dictates that teachers should recognise the need to differentiate Literacy based tasks for EAL learners as well as gain an understanding of the cultural, social and linguistic barriers that can hinder the development of Literacy skills.

Literacy can hinder the progression of students for whom English is a second language. At All Saints School, we are committed to sharing best practice with regards to engaging and differentiating for EAL learners (see EAL policy).



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On joining the school we will carry out a survey to ascertain the particular profile of our advanced bilingual EAL learners in order to identify a particular group for the purpose of intervention and tracking beyond the Literacy policy.

Policy Links:

To gain a deeper understanding of how this Literacy policy relates to wider teaching and learning practices within the school, it should be read in conjunction with:

- i) Teaching and Learning policy
- ii) English as an Additional Language policy
- iii) Feedback Policy

Conclusion:

This policy has been developed to ensure the inclusion of all pupils and staff with due regard to SEN, Most Able, gender, chosen sexual orientation, ethnicity, disability, Looked After Children, and those pupils who are subject to a Child Protection Plan. This policy also ensures that due regard is given to staff in respect of their maternity /paternity entitlement. All Saints School values the worth of every individual and the contribution they make to the school community as a whole.