

STRATTON EDUCATION TRUST

Literacy Statement



July 2015
Review Summer 2016

Literacy Policy

Reading, Writing, Grammar, Vocabulary and Spoken English Rationale

The new OFSTED framework of April 2012 and 2014 Secondary Curriculum place renewed emphasis on reading, writing, grammar, vocabulary and spoken English.

At Stratton Education Trust, we aim to ensure that our learners can use language and communicate effectively in all forms by becoming:

- confident and independent readers;
- effective and confident writers;
- articulate communicators in all situations.

All teachers contribute to the development of literacy. As such they need to be committed to developing literacy skills in all of our learners, to support learning and to raise standards across the curriculum, because:

- learners need to possess literacy skills to enable them to access and achieve within the curriculum in all Key Stages;
- learners need vocabulary, analytical skills, expression and organisational control to cope with the cognitive demands of subjects;
- language helps us to reflect, revise and evaluate;
- reading helps us to learn from sources beyond our immediate experience;
- writing helps us to sustain and order thought;
- improving literacy and learning is vital to learners' self-esteem, motivation and behaviour, allowing them to learn independently;
- literacy skills are becoming increasingly important when entering the workplace as employers placing more emphasis on key skills;

Approach

All schemes of work should include specific literacy objectives (appropriate for the subject). These objectives should focus on reading, writing, grammar, vocabulary and Spoken English when appropriate.

Activities that utilise reading, writing and oral communication skills should be built into schemes of work in order to provide a variety of opportunities focused on literacy.

Strategy

Our approach to literacy will be framed by the Literacy working group, which will consult and develop our strategy. Literacy focuses, key approaches and materials will then be provided by the member of staff leading on literacy across the Trust, to support ongoing implementation.

Across the Trust we will:

- identify strengths and weaknesses in learners' work from a literacy perspective;
- identify the whole Trust literacy priorities for each subject
- seek to identify progression in the main forms of reading, writing, grammar, vocabulary and Spoken English undertaken in each department
- develop a Literacy Tool kit to support staff
- provide training to support subject staff
- review this literacy policy regularly

Reading, Writing, Grammar, Vocabulary and Spoken English across all subjects

Reading

We aim to help learners read effectively by giving them specific skills, knowledge, understanding and ways of responding to a variety of texts within a variety of contexts. We

will also teach them to recognise the importance of the writer's intention.

Writing

We aim to help all learners write accurately and effectively. We will do this by embedding the process of drafting and refining with specific regard to punctuation and spelling. By giving learners specific writing skills, we will develop their ability to write in different styles and teach them to recognise the importance of audience.

Grammar and Vocabulary

Learners will be taught grammatical features and they will draw on and use ambitious vocabulary. They should know and be able to use formal and informal registers appropriately along with apt terminology.

Spoken English

We will teach learners to use language precisely, coherently and with confidence in a range of formal and informal settings. They should be able to listen to others and respond; building on ideas and views constructively. We will develop strategies to enable learners to generate language and be able to discuss the way in which language is used.

Subjects/lessons should:

- provide a range of opportunities for students to develop punctuation, paragraphing and sentence construction;
- provide a range of opportunities for students to improve reading for purpose and writing for audience;
- provide a range of opportunities for students to develop high level thinking and discussion skills;
- display key words for learning;
- model good practice in developing literacy skills;
- encourage 'reading for pleasure' and use of the library.

Across the Trust we will:

- support the Literacy working group, providing scheduled opportunities for work with staff;
- develop opportunities to share good practice and set whole school priorities;
- ensure access to training for staff on areas of literacy as identified on a termly/annual basis;
- develop corridor and open space displays which focus on literacy skills;
- improve access to dictionaries and thesauruses, and ensure that departments have up-dated subject specific dictionary/glossaries of key terms;
- ensure thorough proof-reading of assemblies, staff-led presentations and school documents to ensure a high level of literacy and to model good literacy for students, parents, staff and governors;
- ensure thorough proof-reading of all reports and other staff-generated home-school communications to model and promote high standards of literacy;
- develop support for parent literacy.

Approval Process

Date of approval:

July 2015

Governors committee & date when policy first considered:

L & A June 2015

Review date:

Full Review Spring 2016-17