Literacy Policy

Redbridge Community School

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Rationale

All departments and all teachers should demonstrate, understand and take responsibility for promoting high standards of literacy and the correct use of standard English. The disciplines of Reading, Writing and Communication (RWC) underpin the school curriculum.   This policy will set out how Redbridge Community School will develop students' abilities to speak, listen, read and write for a wide range of purposes and across all subject areas, preparing them for the next stage in their education. Helping students to express themselves clearly orally, and in writing, enhances and enriches teaching and learning in all subject areas.

Aims

- To recognise that language is central to peoples' sense of identity, belonging and growth
- To identify ways in which all subjects will provide opportunities to practise RWC skills
- To ensure that how to teach these skills are explicit to staff and students
- To develop shared understanding between staff of the role of these skills in students' learning and the impact it has on outcomes
- To ensure a holistic and consistent approach to the development of RWC across the curriculum
- To raise students' awareness of RWC
- To develop students' confidence and self-expression
- To improve RWC skills amongst students which will lead to increased standards and improved outcomes
- To identify areas of development and provide appropriate intervention
- To identify areas of excellence and/or improvements and celebrate these successes

Reading/ iRead

We want our students to enjoy reading, to be able to use their reading to help them learn and to develop confidence and competence in reading so that they are able to:

- read fluently, accurately and with understanding
- become independent and critical readers
- select and evaluate appropriate information from a wide range of texts and sources
- apply techniques such as skimming, scanning and active reading effectively

Writing/ iWrite

Many lessons include and depend on written communication. We want our students to develop confidence and competence in writing so that they are able to:

- write in a widening variety of forms for different purposes
- develop ideas and communicate meaning to a reader
- present their writing clearly using accurate punctuation, correct spelling and legible handwriting
- apply word-processing conventions and understand the principles of authoring

Communication/ iSpeak

Speech is our main means of communication in everyday life and is fundamental to the development of understanding. We want our students to develop confidence and competence in speaking and listening so that they are able to:

- clarify and express their ideas and explain their thinking
- adapt their speech to a widening range of circumstances
- use varied and specialised vocabulary
- speak for a range of purposes, e.g. to narrate, to analyse, to explain, to reflect and evaluate
- listen with understanding and respond sensitively and appropriately

Implementation

Successful implementation of this policy is dependent upon the extent to which we:

- recognise the importance, relevance and transferable nature of these skills
- take account of the needs of all students, regardless of their abilities or backgrounds
- value students' language achievements (in standard English and in dialect or other language)
- structure lessons appropriately in ways that support and stimulate development of RWC skills
- use formative feedback to help students develop these skills
- develop and use whole school strategies to support RWC skills
- use individual strategies for students with recognised literacy issues
- monitor and evaluate the impact of this policy

To develop reading skills we will:

- take opportunities to demonstrate pleasure in reading in all subject areas, tutor time and through the Read2 programme and accelerated reader
- make opportunities, both in lessons and in tutor times, for students and teachers to share their reading experiences
- develop a whole school approach to the teaching of active reading (iRead), regardless of the subject
- develop a whole school reading ethos

To develop writing skills we will:

- draw attention to the purpose and intended audience of each piece of writing
- pay close attention to writing as a learning tool as well as a product of the learning
- help students to appreciate the requirements of standard English
- help students to recognise the appropriate form for their written responses
- expect high standard of presentation in students' finished writing, including the use of the iBridge proof reading activity
- provide good models of particular kinds of writing and promote the whole school development of iWrite across subject areas
- provide dictionaries and glossaries encouraging students to use them
- help students to use a range of strategies to learn key spellings of connectives and homophones with the help of iSpell weeks

To develop communication skills we will:

- consider pace and timing so that purposeful talk is maintained
- take account of demands on concentration to ensure that students are required to listen for realistic lengths of time
- promote the use of iSpeak in lessons and tutor times to encourage pupils to use talk to extend their thinking
- give pupils regular opportunities to speak and listen in a range of contexts

To be successful in embedding this policy, we need to:

- implement a common approach to literacy marking across the curriculum
- ensure all departments have a glossary of relevant key words displayed and shared with students where appropriate
- use schemes of work to embed strategies for reading (iRead) and decoding a variety of texts
- identify subject specific vocabulary
- use RWC in lessons making skills explicit to staff and students through the use of iRead, iWrite, iSpell and iSpeak
- use iRead posters to demonstrate how teachers of different subjects have responded to literature
- provide focused training and sharing of best practice during staff inset Twilight and SIG meetings