

**BRYMORE ACADEMY**

**LITERACY ACROSS THE CURRICULUM POLICY**

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| **Created by:** Mrs V Davis | |
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| **Approved by Local Advisory Board:** | |
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| **Signature of Chair of Governors** | **Signature of Headteacher** |
| **Date shared with staff:** | |

**Literacy across the curriculum policy**

**Rationale:**

At Brymore Academy we believe that improving standards of literacy is a priority. As language is central to all learning, all staff should be responsible for raising literacy levels. Improved literacy leads to improved student self-esteem, motivation and behaviour; it enables students to learn independently; and it is personally empowering. Improving literacy levels is especially relevant to the challenges Brymore faces; the average attainment of students on entry is low. Therefore, we hope that a shared responsibility of raising literacy levels will accelerate pupil progress and raise attainment in all areas of the curriculum over time.

All staff should play an active role in the development of student’s reading, writing, spelling and speaking and listening skills. In addition, learning should be supported in a classroom environment which encourages students to take responsibility for their own literacy development and promote independence. All staff should ensure they have an awareness of the different literacy levels of the students they teach by liaising with the SEN team.

**To develop and maintain a literate environment staff should:**

* Provide students with the resources they need to take responsibility for their own literacy – literacy mats, dictionaries, thesauruses, key word lists/glossaries etc…
* Create high quality displays showing important content information, examples of good work etc.
* Use ‘triple R’ time to allow students to reflect and improve upon errors within their work.

**To develop students’ reading skills staff should:**

* Provide students the opportunity to read independently, aloud, in groups and in pairs.
* Incorporate, where appropriate, opportunities to develop reading and comprehension strategies for example: retrieving information, concluding, identifying fact and opinion, establishing cause and effect, sequencing, predicting, establishing points of view and purpose, summarising, identifying similarities and differences and understanding new words.
* Subject leaders should make available subject specific texts in class room libraries or subject specific reading lists.

**To develop students’ writing skills staff should:**

* Use the whole school marking policy to identify errors in spelling, punctuation and grammar.
* Encourage students to write in full sentences.
* Use writing frames or anchor charts, where appropriate, to extend and develop writing.

**To develop students’ spelling staff should:**

* Identify and display key vocabulary.
* Develop and reinforce student’s phonic knowledge by encouraging students to ‘sound out’ words and have phonic charts displayed or accessible.
* To concentrate on key and high frequency words being spelled correctly within their own subject area.

**To develop students speaking and listening skills staff should:**

* Within lessons provide time for paired, group discussions and presentations.
* Provide structure to discussions by setting clear expectations, prompt questions etc.
* To model the use of Standard English and correct students speech where necessary – if they speak correctly this will help them to write correctly.

**Key priorities for 2014/14:**

* Creating a culture of reading.
* Students writing accurately.

The Head and SLT will promote and give a high priority to literacy and ensure that all staff are supporting literacy across the curriculum.