



**SHENFIELD
HIGH SCHOOL**

Whole School Literacy Policy

School Staff were consulted on this document and it was accepted by the Standards & Performance committee on :	October 2017
It was ratified by the Governing Body on :	December 2017

Introduction

At Shenfield High School we recognise that the development of literacy is an entitlement for all students and the responsibility of the whole school community. The Literacy policy should be embedded in good learning and teaching practices.

At key stage 3 and 4 pupils already follow aspects of the former National Literacy Strategy as the provision for speaking and listening, reading and writing laid out in the National Curriculum for English. We recognise that Literacy is a central part of the whole curriculum and so have used elements of each to underpin our whole school policy.

All elements of the school's literacy policy should be reflected across the curriculum, build on the strengths and existing practices and procedures, and reflect the needs of every pupil.

Rationale

Literacy underpins the whole school curriculum by developing the students' ability to speak, listen, read and write for a wide range of purposes, using language to learn and communicate, to think, explore and organise.

All teachers are teachers of literacy and as such the staff at Shenfield High School are committed to developing literacy skills in all of our pupils, in the belief that it will support their learning and raise standards across the curriculum.

Aims of the policy

1. To recognise that all teachers are facilitators of literacy through their subject and to support staff in providing outstanding literacy teaching for their students
2. To raise literacy attainment at every level of ability in all subject areas to ensure that we maximize the potential of every student
3. To ensure that all students have the opportunity to become active readers, writers and communicators

Four key strands

1. Encourage active reading within your subject. Pupils need to be taught how to read the texts they have to study. Do we always consider what we want our students to read in our subjects and have we given them the skills to actually do this?

Skills such as skimming and scanning need to be explored and put into practice by all of us. Active reading should be modelled by us because the more good reading the pupils see the better they will become at it.

2. Model writing for pupils. This is not about providing ready-made exemplars for students of a 'good model' but, rather, making explicit the process of writing and modelling the process (the messier the better). Students need to be taught how to write like a Scientist (e.g. depersonalising writing) or like a Geographer. Modelling

this process makes the implicit explicit – we can model that we are thinking of how to start and how to match our purpose etc. We can involve students in this process by asking them how we can make the writing better – students will see writing as a drafting process.

As part of this modelling we can show students how to write with power e.g. by starting paragraphs with short topic sentences (too often students equate complexity with success) or rejecting the first word that comes to mind.

3. Teach key vocabulary and demystify spelling. We need to teach key subject terminology (e.g. photosynthesis) but also key technical language AKA the language of power (e.g. the language of analysis, conjunctions). When we teach this vocabulary we ought to use this as an opportunity to demystify the spelling e.g. *Can we come up with some ways to remember these spellings?*

Mnemonics: Necessary – one collar two sleeves

Aural Cues: Government, February

Visualise: **Bel**ieve

4. Model good talk and expect pupils to answer in full sentences using Standard English. Students need to hear, use and be corrected in Standard English. There are many dialects but the dialect of power is Standard English. The default for students is to write how they talk. If they are talking in Standard English then they are more likely to write in Standard English.

Kathryn: What did you put into the petri dish?

Student: Potassium.

Kathryn: Full sentence answer...

Student: I put Potassium into the petri dish.

Kathryn: What's another word for 'put'?

We want students to be listening to vocabulary they won't hear anywhere else. Teachers should use, define and repeat ambitious vocabulary when talking to students.