

Bilbrook Church of England Middle School
Literacy Policy Draft
October 2009

Introduction

Literacy underpins the school curriculum by developing the ability of our pupils to speak, listen, read and write for a range of purposes, using language and communication, to think, explore and organise.

All subjects have a crucial role to play in supporting pupils' literacy development, and thus raising standards across the curriculum.

Aims of the policy

- To adopt a whole-school approach to Literacy Across the Curriculum
- To support the development of literacy skills throughout the curriculum
- To raise staff awareness of key literacy strategies
- To enable pupils to reach their potential in the key literacy skills of reading, writing, speaking and listening
- To support the development of literacy through the deployment of a range of resources in school e.g. Library, I.C.T. suites etc.
- To take account of the needs of all pupils
- To establish procedures for monitoring Literacy Across the Curriculum.

Aims of the Three Communication Skills

Although the following is divided into three sections, we recognise that the three language skills are interdependent.

1 Speaking and Listening

We want our pupils to develop increasing confidence and competence in speaking and listening so that they are able to:

- Listen with understanding and respond sensitively and appropriately
- Solve problems collaboratively
- Ask questions as well as answer them
- Talk for a range of purposes and for a variety of audiences
- Use talk to express their feelings and opinions.

Approaches

The school will aim to provide:

- A variety of activities which are structured to make speaking and listening an essential part
- A range of activities that allow pupils to develop their listening and critical skills
- A variety of groupings that allow pupils the opportunity to work with others.

2 Reading

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

- Read fluently, accurately and with understanding
- Become independent and critical readers and make informed and appropriate choices
- Select information from a wide range of texts and sources, including print, media and ICT and to evaluate those sources
- Apply techniques such as, skimming, scanning and text-marking effectively in order to research and appraise texts.

Approaches

In teaching the aim will be to:

- Draw pupils' attention to the structure of texts, referring to contents pages, indexes and chapter headings
- Help pupils to adapt their style of reading to their purpose e.g. choosing to skim, scan or read closely
- Tell pupils the purpose of any reading
- Teach pupils to select relevant information
- Provide differentiated reading materials where appropriate.

2 Writing

We want our pupils to develop increasing confidence and competence in writing so that they are able to:

- Write in a wide variety of forms for different purposes
- Develop ideas and communicate meaning to a reader using wide-ranging and technical vocabulary and an effective style
- Present their writing clearly, using accurate punctuation, correct spelling and legible handwriting
- Apply word-processing conventions.

Approaches

In teaching the aim will be to:

- Provide pupils with clear literacy objectives
- Make connections between pupils' reading and writing, so that they have clear models for their writing
- Use the modelling process to make it explicit to pupils how to write
- Help pupils to plan, draft and evaluate their own writing and that of their peers
- Draw attention to purpose and audience
- Teach pupils to structure their writing
- Help pupils to use a range of strategies to learn spellings e.g. look-say-cover-write-check.

Assessment

The school will aim to:

- Gauge success through the levels/grades achieved by pupils in the three communication skills.