



## **LITERACY**

### **WHY DO WE HAVE THIS POLICY?**

In recognition of the varying literacy demands of subjects across the curriculum, and to incorporate the principles underlying the national focus on literacy, Notre Dame Catholic College is committed to continuing to develop strategies aimed at raising our pupils' literacy standards and developing literacy across the curriculum, thereby enhancing pupils' performance and levels of attainment and enabling them to become independent learners. In particular this policy aims to:

- ❖ assist pupils in all subjects to express themselves correctly and appropriately and to read accurately with understanding;
- ❖ assist pupils in developing the skills of speaking and listening to others and to enable them to respond and build constructively on their own ideas and views and those of others;
- ❖ assist colleagues in providing opportunities for pupils to develop writing and reading skills appropriate to each subject through the explicit teaching of these skills;
- ❖ develop the teaching of Literacy in English and across the curriculum so that pupils are competent in these skills and can use them in a variety of contexts.

### **HOW DOES THE SCHOOL RESPOND TO THIS?**

1) Teachers in all departments will promote and develop the characteristic use of language, styles and tone of expression appropriate to their subject areas by:

- ❖ ensuring key terms and vocabulary are clear and explored with pupils to ensure that they recognise and understand them;
- ❖ identifying any particular features of key terms in order to help pupils with strategies for remembering how to spell them or why they might be capitalised;
- ❖ reminding pupils of important core skills such as skimming a text to extract the main elements of its content quickly or scanning a text for information about a key word or topic;
- ❖ making expectations clear before pupils begin a task (e.g. by revisiting the conventions of laying out a formal letter, the main features of writing persuasively, the features of discursive writing for an essay on the causes of

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global warming or the conventions of writing a newspaper article about a significant historical event);

- ❖ reinforcing the importance of accuracy in spoken or written language;
- ❖ identifying when it is important to use standard English and when other registers or dialects may be used;
- ❖ providing opportunities to speak publicly (in class, at particular events such as a school mass or at assemblies) using standard English is practised;
- ❖ helping pupils with key elements of literacy as they support them in lessons by pointing out spelling, grammar or punctuation issues as they look at work around the class;
- ❖ using the whole school and departmental marking policies, literacy support mat and literacy target sheet, which use the same symbols to correct spelling, grammar, punctuation and writing structure, and which set clear and achievable targets for each pupil in order to support key literacy points;
- ❖ ensuring that there is a whole school literacy focus each week as part of form time (VP).

2) The Reading Champion will organise whole school events based around the reading calendar (e.g. World Book Day, National Poetry Day, Shakespeare's birthday) and facilitate literacy intervention lessons, library lessons and pupil book groups in order to create an enthusiastic reading culture throughout the school and to ensure that pupils will feel more confident in using the school library (ER).

3) Targeted one to one intervention (e.g. Catch Up Literacy, Follow On Literacy, SEN or EAL support) will be implemented for pupils identified as needing significant support in developing literacy skills (LBM, VP, GW).

4) All departmental handbooks and schemes of learning will contain specific reference to literacy strategies and the explicit teaching of subject specific writing skills, and, where appropriate, lesson plans will have a specific literacy objective which is integral to the lesson (GW, VP, HODs).

## **EVALUATION AND MONITORING**

- ❖ A noticeable reduction of mis-spelling and of incorrect use of high frequency words should be evident in the pupils' work (SLT, HODs).
- ❖ There will be evidence of greater opportunities for extended writing (where appropriate) in pupils' exercise books (VP, SLT, HODs).

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- ❖ There will be evidence of higher level questioning and deeper thinking skills in observed lessons (SLT, HODs).
- ❖ Pupils' work and improving literacy will be celebrated on display boards around the school (HODs).
- ❖ Literacy will be monitored as part of the departmental review and performance management programme (SLT, HODs).
- ❖ Twilight sessions for staff both to develop their own literacy skills and to teach the literacy skills required for their own subject will be available as part of the CPD and Learning and Teaching support programmes (VP, AMB, BC).

### Key Staff

VP – Val Pasco (Leadership Lead for Literacy)  
 GW – Gerard Walker (Assistant Headteacher)  
 LBM – Linda Martin (SENCO)  
 AMB – Anna Kane (Head of English)  
 BC – Bryanna Cloney (Second in English, KS3 Co-ordinator)  
 ER – Elizabeth Rutherford (Reading Champion)

**All staff at Notre Dame Catholic College will work together to ensure a common approach to the development of pupils' Literacy, thus giving them the confidence and the desire to enter the adult world secure in their ability to use effective and appropriate means of expression and to understand that secure literacy skills will empower them in adult life.**

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