

## **Literacy Across the Curriculum Policy**

*'The teaching of literacy is a strong focus of the Academy. It is effective and has significant impact on students' learning and progress.'* (OFSTED, 2015)

### **At The Belvedere Academy, we acknowledge that:**

All teachers are teachers of literacy and must endeavour to embed literacy within their Curriculum Area. Each teacher has a crucial role to play in supporting the literacy development of our students. The teaching of literacy across the curriculum must assist our students' ability to express themselves coherently both orally and in their writing. As such, teachers must be good models of standard English, reinforcing correct grammar at all times. Each year, departments submit a literacy audit in order to evaluate the effectiveness of literacy in each Curriculum Area. Departmental Literacy Representatives should work with the Literacy Coordinator to ensure this occurs.

### **At The Belvedere Academy we adhere to the following principles regarding literacy:**

Departmental Literacy Representatives are an essential means of sharing and promoting literacy resources across the curriculum.

All Curriculum Areas should promote and develop visual literacy as part of our overall literacy policy.

Reading is an integral part of developing literacy and should be promoted and celebrated throughout the Academy.

Writing should be treated, by all areas of the curriculum, as a skill used to develop ideas and promote individualism.

All Curriculum Areas, wherever possible, should support the English Department in improving spelling, punctuation and grammar throughout the Academy.

All students must be made aware of literacy conventions in their use of multi-media.

High standards of literacy in all subject areas, allows all students the chance to develop independent learning skills.

## **Literacy in the classroom**

The following aspects of literacy are an essential part of the planning and delivery of lessons that feature outstanding literacy practice.

### **Speaking and listening**

Students must be empowered to communicate effectively and understand the value of adapting speech to suit different purposes. All subjects should recognise the importance of creating opportunities for students to debate and discuss ideas.

### **Implementation**

Students should be given the opportunity to speak purposefully:

- in pairs, with a working partner;

- in small groups with the chance to take on the roles of chair or scribe;
- with the teacher or another adult;
- in whole class discussions;
- in presentations to a wider audience;
- asking questions as well as answering them;
- through speculating, hypothesising and imagining;
- while planning, organising and reviewing activities;
- while investigating and solving problems collaboratively;
- when evaluating experiences and reflecting on learning;

## **Reading**

Reading creates an opportunity to challenge, debate and expand students' horizons. As such, texts should be selected to do so wherever possible throughout the curriculum. Reading for pleasure is widely promoted across the Academy with author visits, reading events, silent reading at form time and silent reading in English lessons. All teachers should offer students the chance to develop their reading fluency and accuracy.

## **Implementation**

Staff should encourage students to read widely and develop their confidence ensuring that:

- reading age data is used so that students are reading appropriate texts for their age/ability;
- all subjects reference the reading strategies and make opportunities to cover a variety of strategies across their schemes of learning;
- independent reading is encouraged while promoting the value of critical reflection;
- students read and follow written instructions in subjects where possible;
- students read and engage with narratives of events or activities across a range of subjects;
- there are opportunities for students to pursue their interests and read texts of varying lengths;
- questioning is integral to reading in class;
- comprehension of written material is an essential component of reading focused lessons with the chance to demonstrate understanding in a variety of ways;
- students are equipped to learn how to skim and scan, take notes from texts and read to locate and relocate information.

## Writing

Extended writing tasks should be a feature of lessons with good literacy practice. Students should be given the means to write in a variety of forms and for different purposes. The chance to reflect on writing should be afforded to all students with outstanding practice demonstrating the chance for students to show improvement as well as an awareness of grammatical structures.

## Implementation

The following principles are features of lessons with extended writing tasks:

- students are encouraged to use a range of strategies to learn spellings;
- dictionaries, glossaries and lists of appropriate subject vocabulary are made available;
- whole school writing frames are used to encourage a standardised approach to expectations in specific forms of writing;
- the Referencing Guides at KS5 are used to allow students to present work appropriately;
- the value of planning and drafting work is emphasised;
- joined up handwriting is encouraged to increase pace and accuracy;
- students demonstrate excellent presentation and care with their writing.

## Assessing Literacy in the classroom

Where literacy is a feature of assessment it must constructively critique students' work offering robust feedback and the chance to develop students' resilience. All students must be given the opportunity to reflect on their use of literacy through their teachers' specific comments.

All teachers should adhere to the following symbols when marking:

Sp	This indicates that the spelling is incorrect. Departments should adopt a consistent policy with regards to correcting spellings.
//	This indicates that a new paragraph should have been used to organise information more effectively.
P	This indicates that the punctuation used is incorrect or that punctuation is missing.
GR	This indicates that grammar is an issue. Where possible, give a specific comment to help improve it, e.g. only use one tense in a sentence.
EX	This indicates that expression is an issue for a particular sentence or overall in a piece of work.

Errors should be demarcated by the teacher; the student should then be given an amount of time to show their corrections below the teacher's comments in order to improve their written accuracy.