

YSGOL RHIWABON

LITERACY POLICY

This policy was adopted/updated by the Governing Body on:

Signed: _____ Chair of Governors

Date: _____

The policy will be reviewed: in summer 2015 or sooner.

Introduction

In September 2013 the Literacy and Literacy Framework became statutory for Key Stage 3. The National Support Programme Partner was not appointed until shortly before the October half term of 2013 and the school is currently in Phase 2. The school's Literacy Policy is therefore currently in its early stages but is in line with the National Literacy and Numeracy Framework.

The development of good literacy skills is seen as continuing through the school after the LNF finishes in KS3

Our Mission Statement:

Ysgol Rhiwabon is committed to raising the standards of Literacy of all of its students, so that they develop the ability to use Literacy skills effectively in all areas of the curriculum and the skills necessary to cope confidently with the demands of further education, employment and adult life.

Aims

- 1) to develop, maintain and improve standards in literacy across the school through a Language-Rich environment;
- 2) to ensure consistency of practice across the school;
- 3) to offer explicit teaching of oracy, reading and writing;
- 4) to offer opportunities to use and apply oracy, reading and writing skills meaningfully across the curriculum; and
- 3) to assist the transfer of pupils' knowledge, skills and understanding between subjects.

Definition of Literacy

Literacy is the use of language skills in daily activities at school, at home, at work, and in the community. It involves both using literacy skills and knowing how to use English and Welsh. Literacy describes a set of skills, including speaking, listening, reading and writing, which enable us to make sense of the world around us.

Literacy is not narrowly about the mechanics of being able to decode the words on a page or write a grammatically correct sentence, although these are essential skills in their own right. It is about the skills needed to understand written and spoken language, to interpret what has been written or said, and draw inferences from the evidence that surrounds us. It is also about being able to communicate in our turn – fluently, cogently and persuasively. Literacy is based on reading, writing and oral language development across all subject areas. *National Literacy and Numeracy Framework* (Welsh Government, 2013).

Background

When pupils practise their reading and writing skills in a range of different subject contexts, they can develop their skills to higher levels. Good reading and writing skills also support all aspects of learning across the curriculum. Ensuring pupils develop these skills in a progressive and systematic way in subjects across the curriculum enables them to build on and improve the skills they gain in English and Welsh lessons. It is self-evident that when pupils have difficulty with reading and writing, this affects their progress in all other subjects. Reading and writing are not only tools for communication but also skills important to the processes of developing thinking. For example, when pupils explain what they like about the story they are reading and when they write about an experiment that worked, they are forming their own opinions and ability to reflect on their learning. In this way, the skills of reading and writing are vital to pupils' cognitive development, helping them to develop their ideas, acquire understanding and explore and make sense of their world

Elements

The literacy component of the LNF offers a set of objectives that are relevant across the curriculum and are to be embedded in all subjects. Consistency in teaching literacy will enable learners to develop strategies and be able to adapt them to different contexts.

Oracy

Developing and presenting information and ideas:

- Speaking
- Listening
- Collaboration and discussion

Reading

Locating, selecting and using information:

- Reading strategies

Responding to what has been read:

- Comprehension
- Response and analysis

Writing

Organising ideas and information:

- Meaning, purposes, audience
- Structure and organisation

Writing accurately

- Language
- Handwriting, grammar, punctuation, spelling

Procedures

All KS3 departmental schemes of work are cross referenced against the LNF. Generic literacy skills are taught within English lessons.

Subject specific skills are taught at appropriate times in other subject lessons. Students are prepared for the National Reading tests within English lessons. The results of the National Reading Tests are analysed and appropriate actions are co-ordinated by the English department. Further skills lessons are delivered in certain years.

Support

The school is aware of new developments in the LNF through 'Learning Wales' from regular contact with the National Support Programme Partner.

The ALNco reviews students' reading ages on entry to school and co-ordinates appropriate remedial work.

Responsibility and Accountability

The school's literacy co-ordinator is responsible for the overall approach to literacy in the school.

The development of good use of literacy is the responsibility of every teacher and teaching assistant.

The teaching of the generic skills of literacy is the responsibility of the English department, whilst the teaching of the subject specific skills of literacy is the responsibility of the individual subject departments. This will, it is hoped, help reinforce the need for clarity about the purpose and audience of and written or spoken word.

Monitoring and Evaluation

Use of Literacy is monitored by SLT and curriculum leaders through the school's lesson observation and book scrutiny programmes.

Annual narrative reports are provided to parents of all students in accordance with recent legislation.

Results of the National Reading tests are analysed using the LNF diagnostic tools and appropriate action plans are produced by the English department.

