

LITERACY ACROSS THE CURRICULUM

'The limits of my language mean the limits of my world.' – Ludwig Wittgenstein

St George's Church of England Foundation School is committed to raising levels of literacy. A teacher must *'demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.'* (**Teaching Standard 3.3**)

The purpose of developing literacy is to ensure:

- students develop and show an ability to speak articulately in a range of contexts for different purposes
- students are able to read and write

READING:

Opportunities to maximise reading across the curriculum will be provided by reading for pleasure and purpose every day. Reading skills will be enhanced by:

- teachers supporting students in the pronunciation of sounds and words
- teachers modelling and scaffolding good reading practice
- the use of 'DEAR' and 'ESCAPE' time to enable students to engage in independent and teacher lead reading

Teachers will use the reading ages of all students to inform planning, provision and intervention.

WRITING:

The teaching of writing skills and strategies to raise the quality of writing will be enhanced by:

- sharing the purpose of a piece of writing by sharing expectations, such as punctuation, tense and choice of vocabulary
- using peer and self-assessment to assess subject content alongside the quality of the writing
- providing 'thinking time' to ensure students write clearly and concisely
- sharing standards of presentation in written and word processed work
- supporting students to use a wide range of vocabulary
- ensuring awareness of spellings of the week
- promoting the use of dictionaries
- identifying frequent spelling errors, incorporating correction and learning of spellings into lesson and homework activities
- extended pieces of written work

SPEAKING AND LISTENING:

The promotion of speaking and listening will be developed across the curriculum to support progression.

SPEAKING:

A speaking environment will be developed by:

- staff modelling appropriate grammar within their own speech
- encouraging students to respond in full sentences
- teaching students to understand how the qualities of spoken answers improve written and practical work
- using subject specific vocabulary resources
- using questioning techniques to support students to correct and develop their own explanations
- the use of cooperative learning within lessons

LISTENING:

Students will be taught to listen effectively by:

- sharing the different purposes of listening
- incorporating thinking time into lessons to allow students to process and contextualise information.
- the use of cooperative learning within lessons

MONITORING AND FEEDBACK:

The development of student levels of literacy will be improved by:

- providing feedback on the development of literacy to support progression
- providing frequent opportunities for students to improve their work following feedback and marking

PRESENTATION OF WORK:

Students' work should reflect the high standards of both staff and students.

- The date should be written in full. For example: *Monday 3rd July 2017*.
- The date, learning objective and subheadings should be underlined with a ruler and a pencil.
- Handwriting should be neat and legible.
- Incorrect capital letter, full stops, spelling and presentation must be identified through the use of abbreviations listed on the Literacy Stamp when marking.

LITERACY STAMP:

The subject specific Literacy Stamp should be stuck in the inside front cover of all subject books or folders to supplement feedback and focus on Literacy within lessons.

For example: *Subject - History*

1) Presentation check:
✓ Is my **handwriting** clear and legible?
✓ Have I written the **date and L/O** in full and **underlined** it?

2) Sentence structure:
✓ **Start** a sentence with a **capital letter**.
✓ **End** a sentence with: . / ? / ! / ...

3) Paragraphs: TIP TOP
✓ Change paragraph when you change the:
Time **I**place **O**utline **P**erson

4) Homophones: Key spellings - take care!
✓ there / their / they're
✓ your / you're
✓ where / were / we're

5) Marking guide:
Sp: Spelling error
CL: Capital letter error
UL: Underline
P: Punctuation error

Key Terms
Britain
Castle
Democracy
Feudal
Government
Medieval
Monarchy
Parliament
Peasant
Phlegm
Plague
Prime Minister
Propaganda
Revolution
Soldier

LITERACY INTERVENTION:

The following interventions are in place for students identified as needing additional support with Literacy.

- Timetabled Literacy lessons
- Years 10 and 11 Reading Mentors paired with a student identified as having a reading age under 10 years, using the Accelerated Reader Programme to track the progress on the scheme.
 - Students take a comprehension quiz at the end of each book they have read, progressing to the next level if they achieve 80% or more. Literacy Trackers are used to monitor student progress.
- LSA DEAR Time paired reading
- Solo reading
- Handwriting club
- Precision teaching
- Speech and Language intervention
- Homework Club

LIBRARY:

The library is located at the back of student support and is open for all students to use.

Opening times are as follows:

- 8:00 – 8:45
- 12:00 – 12:30
- 14:30 – 15:00

SPELLINGS OF THE WEEK:

Spellings of the week are the responsibility of form tutors to display to students using the form tutor slides. Students can choose the most commonly misspelt word or a challenge word to write into their planners and learn.

DEAR / ESCAPE TIME:

All students take part in independent DEAR Time (Drop Everything And Read) from 12.30 -12.40 each day. On Fridays, ESCAPE Time (Everybody Sitting Comfortably and Prepare Ears) is used for Years 7, 8 and 9 students where the class teacher will read a chosen book to the class each week.

“The more you read the more things you will know. The more that you learn the more places you will go.”
– Dr Seuss