

# LITERACY AND READING ACROSS THE CURRICULUM

*'Once you learn to read, you will be forever free.'* Attributed to Fredrick Douglas

St George's Church of England Foundation School is committed to raising levels of literacy and creating a culture of reading across the school. 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 and a reading culture across the school is to ensure:

- Pupils develop and show an ability to read across all subjects in order to gain knowledge and succeed
- Pupils speak articulately in a range of contexts for different purposes
- Pupils are able to write fluently across subjects.

## **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 using a range of challenging texts to foster a love of reading
- Teachers supporting pupils in the pronunciation of sounds and words
- Teachers modelling and scaffolding good reading practice
- The use of 'DEAR' and 'RRR' time to enable pupils to engage in independent and teacher lead reading
- Teachers will use the reading ages of all pupils to inform planning, provision and intervention
- Pupils in years 7 to 11 will take part in independent **DEAR Time (Drop Everything And Read)** from 12.30 -12.40 Monday to Thursday. On Fridays, **RRR Time (Register, Read, and Respond)** for years 7 to 11 where a text will be chosen each week to be read: this will reflect the literacy calendar and celebrate big literary events.

## **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
- Providing 'thinking time' to ensure pupils write clearly and concisely
- Promoting high standards of presentation in written and word processed work
- Supporting pupils to use a wide range of vocabulary
- Promoting the use of dictionaries, when appropriate
- Identifying frequent spelling errors (maximum 3 per page), incorporating correction and learning of spellings into lesson and homework activities, including PIT
- Extended pieces of written work.

## **SPEAKING:**

A speaking environment will be developed by:

- Staff modelling appropriate grammar within their own speech
- Encouraging pupils to respond in full sentences
- Teaching pupils to understand how the qualities of spoken answers improve written and practical work
- Using subject specific vocabulary and pre teaching difficult terms
- Using questioning techniques to support pupils to correct and develop their own explanations
- The use of cooperative learning within lessons

## LISTENING:

Pupils will be taught to listen effectively by:

- Promoting the importance of listening to aid learning
- The use of cooperative learning within lessons

## PRESENTATION OF WORK:

Pupils' work should reflect the high standards of both staff and pupils.

- The date should be written in full. For example: Monday 3<sup>rd</sup> July 2020.
- The date, learning intention 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 Poster when marking.

## LITERACY POSTER:

The Literacy Poster should be displayed in classrooms to supplement feedback and focus on Literacy within lessons

**Literacy Check**

**Punctuation Check**

- Handwriting must be neat and legible.
- The date and L/I need to be written in full and underlined with a pencil and ruler.

**Sentence Structure**

- Start each sentence with a capital letter.
- Ensure all proper nouns have a capital letter.
- End a sentence with: a full stop, an exclamation mark or a question mark (. ! ?)

**Paragraphs: TIPTOP**

- Change paragraphs when you change the:
  - Time, Place, Topic, Person

**Homophones: Key Spellings**

- their/there/they're
- your/you're
- where/were/we're

**Marking Guide**

SP: Spelling error    CL: Capital Letter  
UL: Underline    P: Punctuation error

**Commonly Misspelt Words**

- a lot
- definitely
- government
- separate
- occurred
- until
- receive
- accommodate
- believe
- category
- fiery
- gauge
- height
- occasionally
- acknowledge

## LITERACY AND READING INTERVENTIONS:

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

- Years 10 and 11 Reading Mentors paired with a pupil identified as having a reading age under 10 years, using the Accelerated Reader Programme to track the progress on the scheme.
  - Pupils 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 pupil progress.
- LSA DEAR Time paired reading
- Solo reading
- Handwriting club
- Precision teaching
- Morning literacy interventions, such as Word Shark
- Speech and Language intervention

## LIBRARY:

The library is located within the English Department area and it is open for all pupils to use.

Opening times are as follows:

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