

	<p><b>The Duston School</b></p> <p><b>Policy</b></p>	
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<p><b>Policy Title</b></p>	<p>Literacy Policy</p>	<p><b>Version No</b></p>	<p>1</p>
<p><b>Rationale</b></p>	<p>The Duston School is a 4-19 mixed, all-through School, with designated Specialist College status in Business &amp; Enterprise, and Science.</p> <p><b><u>Introduction</u></b></p> <p>All teachers are teachers of literacy, and all staff have a role in promoting high standards of literacy across the curriculum. We recognise that:</p> <ul style="list-style-type: none"> <li>• Students must learn to read before they can read to learn;</li> <li>• Literacy skills are fundamental in allowing students to access their own culture</li> <li>• Students need vocabulary, expression and organisational skills to cope with the cognitive demands of subjects;</li> <li>• Writing helps students to sustain and order thought;</li> <li>• Improving literacy can have a positive impact on improving students’ self-esteem, motivation, independence, and behaviour.</li> </ul>		
<p><b>Policy Statement</b></p>	<p><b><u>Our vision for Literacy:</u></b></p> <ul style="list-style-type: none"> <li>○ All lessons in all subjects will promote the development of literacy skills.</li> <li>○ Gains in literacy are dependent on consistent delivery across the curriculum</li> <li>○ Staff will model the same high standards of literacy practice that we expect from our students.</li> <li>○ Students will be interested in books and read for pleasure, and the school will be a ‘community of readers’.</li> <li>○ Students will have access to frequent Literacy events to promote reading</li> <li>○ Students will be monitored and regularly assessed for their progress in reading</li> <li>○ Students will write accurately, fluently and with confidence, and they will develop their powers of imagination.</li> <li>○ Students will be able to talk confidently and appropriately in a range of situations.</li> </ul> <p><b>Our commitments in the key areas of Reading, Writing and Communication are outlined below:</b></p> <p><b><u>Reading</u></b></p> <ul style="list-style-type: none"> <li>➤ Teachers are aware of their students’ reading ages and provide appropriate texts. There are regular opportunities to read aloud in class, with those reading more than two years below their chronological age particularly targeted and asked to read suitable short passages</li> <li>➤ Teachers make clear to students the <u>type</u> of reading required for any given reading task, eg. skimming / scanning / close reading / reading for meaning / inferring, and promote the skills required.</li> <li>➤ Key terms and vocabulary for the current units of study are displayed clearly.</li> <li>➤ Students have access to subject specific literature in every faculty through book boxes</li> <li>➤ Teachers follow the DEAR (Drop Everything And Read) timetable and model reading for pleasure during DEAR time in their lessons.</li> </ul>		

	<p><b><u>Writing</u></b></p> <ul style="list-style-type: none"> <li>➤ The conventions of a given text type are made clear before writing.</li> <li>➤ Teachers maintain high expectations of handwriting and presentation.</li> <li>➤ Dictionaries and thesauri are made available for any writing task.</li> <li>➤ There is a whole school marking policy to facilitate consistent highlighting of writing errors.</li> <li>➤ Teachers follow the proof-reading and marking for spelling strategy: students identify mis-spellings and self-correct; teachers identify further errors and indicate that students should correct them; a follow-up task is completed.</li> <li>➤ Teachers promote planning, drafting and editing skills.</li> <li>➤ The literacy whiteboard is used to work through any spelling, punctuation or grammar issues that arise in a lesson.</li> <li>➤ Posters supporting literacy are displayed in classrooms across the curriculum, including those on discourse markers, connectives, punctuation and spelling.</li> </ul> <p><b><u>Communication</u></b></p> <ul style="list-style-type: none"> <li>➤ Teachers promote the use of Standard English and identify why and when it is important.</li> <li>➤ Teachers correct common errors in students’ speech, such as double negatives, use of ‘we was...’, use of ‘ain’t’ etc.</li> <li>➤ Students are encouraged to answer questions in full sentences and to develop their answer further when appropriate.</li> <li>➤ Teachers provide a range of opportunities in lessons for students to develop their speaking and listening skills, including individual presentations, group discussions, and role-play.</li> </ul> <p><b><u>Monitoring Progress</u></b></p> <p>Regular use will be made of available data to monitor students’ progress in reading. Other monitoring activities will include:</p> <ul style="list-style-type: none"> <li>➤ literacy learning walks</li> <li>➤ Literacy skills will feature on lesson observations and book trawls</li> <li>➤ student feedback via Student Voice</li> <li>➤ Literacy development as a regular agenda item on Faculty Line Management</li> <li>➤ scrutiny of literacy development plans</li> <li>➤ Half-termly assessment for students in key intervention groups</li> </ul>
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<b>Staff Responsible</b>	SNE		
<b>Date approved by GB:</b>	15/10/15	<b>Review Date</b>	October 2017