**LITERACY POLICY**

#  Rationale

Literacy is vital to functioning in a 21st century, communications-led society, for personal pleasure and for intellectual growth. As an international school with commitment to our global dimension, we believe that literacy is fundamental to democracy and - as a conduit for communication - therefore to international tolerance and understanding. Improved literacy benefits all subject areas; it must be promoted and supported by all staff. Pupils need vocabulary, expression and organisational control to cope with the cognitive demands of a subject. Mastering literacy skills has a profound effect on pupils’ learning and development:

* **reading** enables pupils to learn and understand from sources beyond their immediate experience;
* **writing** helps pupils to sustain and order thought;
* through **speaking and listening** pupils make, deduce and revise meaning;
* in responding to higher order questions (those demanding analysis, synthesis and evaluation) the **development of thinking skills and enquiry** are encouraged;

Better literacy empowers and leads to improved self-esteem, motivation and behaviour. It allows pupils to learn independently.

# 1. Aims and Objectives

We recognise that an effective literacy policy is a major factor in improving teaching and learning and sustaining and improving achievement and attainment.

We are committed to:

* The development of a literacy policy in practice which is based on a respect for pupils’ language experience and attainment, and which builds on these;
* Giving a high priority to language and literacy within the School Review and Development Plan;
* Improving pupils’ attainment in language and literacy through a whole school approach;
* Providing staffing, learning resources and professional development to ensure that all pupils are supported in their language development.

# 2. Roles and Responsibilities

* Language and literacy developments will be coordinated and documented by the Subject Leader of English supported by all subject leaders;
* Each department will include the improvement of language and literacy provision as appropriate in their scheme of work.

# 3. The English Department is committed to:-

* Revising and updating its schemes of work to promote literacy proficiency.
* Contributing to any whole school programme of pupil support;
* Focusing on individual pupil support and target setting through school procedures;
* Identifying any pupils for whom literacy is a problem and arranging suitable support;
* Liaising with other departments on the understanding that the development of pupils’ literacy is a shared responsibility.

**4. Principles and Practice**

***We recognise that:***

* Pupils’ attainment in literacy is a factor in their capacity to learn in subjects across the curriculum;
* Individual subjects have specific literacy demands, which need to be identified and addressed within those subjects;
* Other departments have an important role to play in supporting pupils’ development in literacy.

***Pupils will learn to:***

* communicate for a variety of purposes and audiences, to collect information, organise ideas and write accurately to show “what they know” across subject areas;
* access information and read with understanding and comprehension;
* speak and listen effectively across a range of contexts, developing their ability to negotiate, hypothesise, present information and extend and clarify their ideas and thinking.

 ***With regard to speaking and listening:***

* Teachers of all subjects should fulfil their shared responsibility for developing pupils’ ability to listen carefully, to speak with confidence, clarity and appropriate register, to express and develop ideas through talk, and to respond appropriately to what others have to say;
* Departments will provide a range of opportunities for pupils to engage in purposeful listening, speaking and reading and writing;
* All pupils will be enabled and encouraged to provide considered responses to questions, and to contribute actively to discussion.

 ***With regard to reading:***

* Reading resources (including course books, worksheets and electronically stored texts) will be accessible, as well as being appropriately challenging to the range of abilities of pupils;
* Reading resources will be selected to avoid stereotyping in line with the Equal Opportunities Policy; teacher-produced resources will model the high standards we expect from pupils;
* All departments will explicitly teach strategies to enable pupils to understand, locate and use information, and to summarise, synthesise and adapt what they learn from their reading and research (including note-making skills);
* All departments will teach the specialist vocabulary of their subjects, as well as the language structures vital to understanding and expression in their subjects;
* Opportunities will be provided in all curriculum areas for pupils to develop their information-handling and research skills;
* Opportunities will be provided in all curriculum areas for pupils to use the library and IT in support of their research;
* The learning environment in all departments will reflect the status attached to reading within the school.

 ***With regard to writing:***

* Pupils will have frequent opportunities across the curriculum to use writing to:

plan, draft, imagine, explore, entertain, recount, report, describe, explain, inform, persuade, argue, advise, analyse, review and comment.

* All departments will help pupils to organise their writing in logical and coherent forms;
* Department schemes of work will identify where these opportunities occur;
* All departments will support the development of pupils’ spelling (especially, though not only, of subject-specific vocabulary) and punctuation;
* Teacher response to pupils’ writing will support accurate and effective use of English.

# 5. Learning Support Provision

• Pupils identified as requiring extra support in literacy will be provided with support through a combination of in-class support and a programme of complementary sessions, targeting specific needs for specific periods of time.

# 6. Additional Provision

* The library will continue to be open from 08.10am to 16.30 every working day and will be staffed by a professional librarian.
* The status attached to reading within the school will be reflected in departmental and communal area displays, in extra-curricular opportunities offered and in assemblies.In addition, our own sixth form students will present role models for literacy in our partner primary schools, as they continue to visit and promote literacy in their weekly visits.
* Literacy will continue to be highlighted as an essential life skill throughout students’ school career.

June 2016