



WHOLE SCHOOL LITERACY POLICY

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Person responsible for policy: JE

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Aim

At Droitwich Spa High School we believe in the importance of literacy as the basis of a broad and balanced curriculum. A student's confident command of language not only underpins effective learning, but also ensures access to wider academic and employment opportunities. Literacy improves self-expression, self-esteem and motivation. It is the key to active citizenship and a meaningful understanding of British society and its values. We are committed therefore to ensuring that our students see the importance of speaking confidently and fluently in demanding situations and reading and writing with a precision and vitality modelled by teachers.

Definition.

We use the term "literacy" to describe all aspects of the formal use of language in speech and writing. To progress in literacy is to secure fundamental competences that allow the individual to become ready for both further academic study and, crucially, the world of work.

The member of staff with responsibility for implementing this policy will:

- provide advice and support to colleagues about how to promote literacy
- embed and consolidate approaches to tiered vocabulary across the school
- institute and maintain a rolling programme of meetings with departments dedicated to the above
- work alongside subject leaders who act as departmental literacy champions
- seek good practice within the school and share this across the whole school
- audit whole school literacy provision and identify and address any staff training needs
- communicate with parents about issues concerning literacy
- ensure that the school Learning Resource Centre is well stocked and plays a leading role in supporting literacy
- ensure that literacy and vocabulary support is disseminated to the school on a weekly basis
- attend a range of other subject meetings around the school to define and help to meet literacy needs
- review and update the literacy policy.



Subject Leaders will:

- act as an advocate for literacy or nominate a TLR holder within their department to undertake such a role
- ensure that schemes of work and lesson plans include opportunities and strategies to promote high standards of literacy
- monitor, evaluate and review departmental literacy action plans
- facilitate the sharing of good practice across the school.

Subject teachers will (reading):

- promote reading for pleasure as class teachers by making students aware of quality fiction and non-fiction texts through personal recommendation and display
- ensure that students aware of and make time for frequent and distinctive “reading” sections of lessons
- use available data on students’ reading levels to make informed choices about appropriate texts for use in lessons and to plan support for students so that they are able to access texts successfully
- demonstrate an awareness of opportunities to make literacy a stated feature of lessons.

Subject teachers will (writing):

- insist on high standards of technical accuracy in the areas of spelling, punctuation, grammar and presentation
- use models, writing frames and scaffolds to support students’ writing
- provide dictionaries, word-lists and thesauruses
- plan lessons that allow students to write for a range of intended readers
- plan lessons that allow the production of writing of sustained and notable formality
- demonstrate an awareness of opportunities to make literacy a stated feature of lessons.

Subject teachers will (speaking and listening):

Plan and teach lessons in which students are regularly required to speak and listen in the following ways:

- in pairs with a working partner
- in small groups with opportunities to assume the different roles of leader, recorder, facilitator and critical friend
- in whole class discussion
- with a teacher or another adult
- making formal presentations to sizeable audiences
- using increasingly ambitious, adventurous and sophisticated language
- offering extended utterances in discourse
- using Standard spoken English
- demonstrate an awareness of opportunities to make literacy a stated feature of lessons.

Evaluation.

The promotion of literacy will be regularly reviewed by Subject Leaders and the Senior Team through lesson observation and data evaluation.

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