

Whole School Reading, Writing and Talk for Learning Policy

Approved by:	WHS Local Advisory Board
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Proposed review date:	Bi Annually
Owner:	K Birks

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date.

Version Number	Version Description	Date of Revision
1	Original	Jan 2019
2	Reviewed	June 2020
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RATIONALE

The development of students' literacy skills is the responsibility of the whole school community. Literacy encompasses three areas: writing, reading and talk for learning; all departments have a role to play in supporting students' abilities to speak, listen, read and write.

AIMS

- To ensure that skills of reading, writing and talk for learning are taught systematically and consistently across all subjects.
- To ensure that all students have the opportunity to become effective readers, writers and communicators and, therein, maximise their potential across all subjects.
- To give students the confidence to articulate their views in a range of contexts and help them become effective lifelong learners.

Across the curriculum at WHS we will aim to improve students' literacy skills by:

Reading:

- Being fully aware of students both on SEN and EAL registers when preparing work and displays; thus presenting reading tasks at a suitable level through differentiation.
- Promoting reading for pleasure and information to all students.
- Showing students how to work on a text to extract information- skimming, scanning, note taking, identifying key points.
- Enabling students to recognise specific features of different text types.
- Providing opportunities for students to read for meaning and assessing students' understanding of texts.

Writing:

- Introducing and explaining subject specific vocabulary.
- Ensuring students record key words.
- Encouraging students to learn the meanings, spellings and usage of these words.
- Presenting spelling as an integral part of the subject, encouraging students to act on marked work by recording and learning spellings (particularly subject specific spellings).
- Highlighting literacy errors in students' work. This might be in a single paragraph if the student has made many mistakes.
- Providing time and opportunity for students to correct their errors.
- When possible, providing opportunity for students to redraft.
- Ensuring that departments make the audience and purpose of writing clear.
- Displaying useful phrases to help students link and develop ideas in writing.
- Providing annotated examples of writing in the subject so that students know what is required.
- Having a dictionary available for common use in each classroom; being aware that dyslexic students may struggle to use a dictionary. **See Appendix A for strategies to support dyslexic students.**
- Developing students' writing stamina through regular extended writing.

Talk for learning:

- Appreciating the power of talk in learning.
- Developing ideas through pair and group work, drama and role play.
- Encouraging students to listen to and evaluate sensitively the ideas of others.
- Developing students' skills of questioning.
- Giving students the confidence to articulate their views in a range of contexts to help them become more effective lifelong learners.

Talk for Learning should play an active part in students' learning in all subject areas and across all schemes of work. Subject departments will be expected to provide opportunities for Talk for Learning in all year groups. These opportunities will be clearly referenced in schemes of work in all Key Stages.

Responsibilities:

Teachers: contribute to students' development of language through the understanding that talk, reading and writing are, to a varying degree, integral to all lessons.

Parents: support their son/daughter to develop literacy skills by encouraging them to bring a reading book to school, to learn key spellings and to refer to a dictionary to check spellings.

Students: take increasing responsibility for correcting literacy errors in their own work and making improvements.

AHT in charge of Teaching and Learning (Skills development): in conjunction with the Deputy Head Teacher and the Head Teacher, the AHT will lead and support cross curricular literacy development by:

- Regular audits of current practice through book scrutiny and observation.
- Identifying and facilitating training needs.
- Monitoring the application of this policy by all departments.

IMPLEMENTATION:

In order to ensure that the introduction of a whole school literacy policy is successful WHS will:

- Prioritise literacy on the School Improvement Plan for the academic years 19/20/21.
- Raise awareness of all staff about their responsibilities for the development of students' literacy skills.
- Provide guidance for all staff about how they can support students' literacy development across the curriculum.
- Identify and make provision for training needs with reference to literacy.
- Communicate to parents, ways in which they can support students with literacy at home.
- Monitor the application of this policy.
- Evaluate this policy annually.

K Birks

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