



# Hednesford Valley High

## Literacy Across the Curriculum Policy

**Reviewed by:** Jill Overbury

**Last reviewed:** February 2024

**Next review due by:** February 2027

## **1. Introduction**

English is the main medium through which students learn and express themselves across the curriculum. All teachers and teaching assistants have a stake in effective English.

The staff at Hednesford Valley High are committed to developing literacy skills in all our students, in the belief that it will support their learning and raise standards across the curriculum. By focusing on and improving reading, writing, speaking and listening across the curriculum our students will have increased self-esteem, increased motivation and improved behaviour. It allows students to learn independently.

Literacy across our curriculum is empowering, confidence boosting and an essential life tool.

## **2. Policy Aims**

- To adopt a whole school approach to literacy across the curriculum in keeping with the principles and practices established in the National Literacy strategy.
- To enable all students to reach their potential in the key literacy skills of reading, writing, speaking and listening.
- To support the development of literacy skills throughout the curriculum.
- To raise staff awareness of key literacy strategies through working party discussions, INSET and the dissemination of good classroom practice.
- To encourage staff to take responsibility for the development of literacy in their subject areas through the inclusion of differentiated and appropriate schemes of work and lesson planning.
- To support the development of literacy through the deployment of a range of resources in the school i.e ICT, PECS, dyslexia friendly resources.
- To identify specific roles and responsibilities within the school with regard to the development of literacy work.
- To establish procedures for monitoring literacy across the curriculum.

## **3. Strategies**

At Hednesford Valley High we consider that basic language activities and opportunities are not restricted to English but must also be taught across the whole curriculum. Activities include;

### **Speaking and Listening:**

- Promoting a total communication approach
- Recognising and respecting the language diversity of all our students
- Listening to and carrying out instructions
- Exploring and developing ideas with others through talking
- Asking and answering questions
- Developing competence and confidence in speaking and listening
- Providing opportunities to speak and listen in a variety of contexts, to different audiences and for a range of purposes
- Promoting play as a social activity to structure student/adult interaction

### **Reading:**

- Providing relevant reading material which is appropriate for age and ability of students
- Providing dyslexic friendly worksheets and covered overlays
- Reading and following written instructions
- Reading to explore and develop understanding

- Learning how to access non-fiction books using an index
- Presenting reading materials in an attractive and inviting manner
- Valuing the importance between home and school encouraging Parents/Carers to participate in their child's reading.

### **Writing:**

- Writing for a purpose
- Writing for a range of purposes and audiences
- Making notes and lists in a variety of formats
- Providing opportunities to write collaboratively as a class, in pairs or groups or as individuals from a variety of stimuli
- Providing appropriate age and ability written tasks differentiated to meet individual needs
- Teaching appropriate skills for tasks eg: sentence structuring, paragraphs and punctuation
- Ensuring that students are familiar and understand particular genres by providing good models and frameworks where necessary
- Providing appropriate dictionaries and teaching students to use them
- Providing technological aides, such as laptops, to develop handwriting
  - Displaying key words in the classrooms
  - Always encouraging high standards of presentation
  - Creating a positive atmosphere recognising the importance of writing throughout the school
  - Promoting a consistent approach to teaching handwriting
  - Teaching spelling through a meaningful, structured, individualised and multi-sensory approach

## **4. Roles and Responsibilities**

**SLT:** Lead and give high profile to literacy

**Subject Lead of English:** Support teachers in the implementation of strategies and encourages teachers to share good practice. Identifies and coordinates literacy training opportunities

**English Department:** Provide students with the knowledge, skills and understanding they need to speak, listen, read and write effectively

**Teachers across the curriculum:** Contribute to students' development of literacy since speaking, listening, reading and writing are, to a varying degree, integral to all lessons.

**Students:** Take increasing responsibility for recognising their own literacy needs and making improvements

**Parents/Carers:** Encourage their children to use a range of strategies taught at school to improve their levels of literacy

**Governors:** An identified Governor could meet with staff and students to report progress and issues to the governing body.

## **5. Including all Students**

The needs of each student are identified in their EHCP. These needs are reviewed on a yearly basis from the statement date or, when a suitable date can be arranged for all stakeholders to attend.

The Annual Review will report on:

- Students views, aspirations and interests
- Students Special Needs
- Health Needs related to Special Needs
- Social Care Needs
- Student Support Plan – outcomes and special education provision

When writing an Annual Review staff will follow the guidelines provided by the LA. Parents/Carers and

students are encouraged to express their opinions as part of the Review meeting.

The students at Hednesford Valley High are entitled to our highest expectations and support. Some will need additional support and others will need to be challenged and extended. Strategies include;

- Questioning
- Adjusting the demands of the task
- Use of additional support
- Use of group structures
- Resources
- Making objectives clear
- Creating an atmosphere where students evaluate their own and each other's work

## **6. Monitoring of the Policy**

Individual teachers are responsible for the implementation of the policy in the classrooms and their surrounding areas. Staff will use the available data on Assessment Without levels to assess the standards of student's literacy. The English department will be responsible for updating Assessment Without Levels on a half termly basis.

SLT and the Subject Lead of English will monitor progress in literacy across the curriculum by:

- Moderation of Work
- Learning Walks
- Observations
- Meetings
- Work Monitoring
- Marking Monitoring
- Data Meetings

## **7. Dissemination and Review**

The policy will be disseminated widely both to Staff and Governors through appropriate meetings.

The policy will be reviewed February 2027.