

SANDYE PLACE ACADEMY Literacy Across the Curriculum Policy

Statement Document History

Issue	Date	Comment
1.0	February 2014	Approved by Board of Trustees
1.1	March 2017	Ratified by Board of Trustees
1.2	July 2018	Ratified by Board of Trustees

Policy Statement

As an Academy we recognize that all departments have a part to play in developing the children's literacy skills. We recognise the importance of good literacy, grammar, punctuation and spelling skills and how these skills support learning in all subject areas.

- Pupils need vocabulary, expression and control of language to cope with the demands of subjects.
- It is through language that we make meaning
- Reading enables us to learn from sources beyond our own experience.
- Writing helps to sustain and order thought.
- Grammar, punctuation and spelling helps children communicate their learning and knowledge.

Better literacy leads to improved self-esteem, increased motivation and improved behaviour. It enables pupils to learn independently. It empowers. Teachers across the curriculum model good practice in SPAG, reading, writing and speaking to ensure pupils are scaffolded with their literacy skills and understand what is expected.

As an Academy we have established writing and reading for meaning as priorities. One in every three homework across the curriculum is writing homework and an example of these is kept as evidence in every subject. The feedback and marking policy in regard to writing in class is used and agreed by all departments.

We have all agreed to use the VCOP approach to improve writing. In addition all departments contribute to the children's development of spelling and vocabulary through spelling/word books, word walls etc.

Departments will identify opportunities within their Schemes of Work where writing skills can be further developed e.g. writing non-fiction. These opportunities are embedded within cross departmental schemes of work or as addendums. Class and assessment books in every subject are taken to parents' evening so that parents can see the quality of writing in every subject.

In addition departments will help with the development of reading for meaning by being explicit when using texts in class e.g. by locating key words, topic sentences, referring to skimming, scanning etc. A writing frameworks and support for questioning has been produced by the Head of English booklet has been published and is available for all teachers across the curriculum.

Reading for pleasure is also an important area, which should be everyone's responsibility and in everyone's interest to encourage and promote e.g. by form-teachers using reading time appropriately, and checking children's reading logs in their homework diaries; departments supporting activities such as World Book Day and through the use of the weekly ERIC (Everyone Reading In Class) bell.

Whilst it is the responsibility of the subject co-ordinators to ensure the inclusion of literacy skills, the English co-ordinator and English Department, including the SENCO, will support them.

Cross- curricular Literacy Targets are set half-termly, and writing and reading levels have been shared with all departments and are displayed throughout the school.

Although Literacy is everyone's concern, the English Department recognizes and values the contribution that all areas of the curriculum can make towards the development and enhancement of literacy skills.

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