



## Literacy Policy at Thomas Tallis 2016-17

<b>Excellence through community</b>	<b>What holds us together?</b>
We build our community on fairness, respect, honesty, kindness and optimism. We are renowned for inclusion, cohesion and friendliness. Everyone is known and included personally in our big family. We work closely with parents and local people to prepare our young people for a complicated world. Leadership is dispersed, shared and effective. We value trust, care, happiness, entitlement, inclusivity, consideration and love.	
<b>Excellence through engagement</b>	<b>What keeps us learning?</b>
We want everyone in our community to engage with lifelong learning and powerful knowledge through excellent teaching. We educate them to become independent thinkers sharing high aspirations and expectations. We expect that learning continues well beyond lessons. We value participation, communication, praise, experience and empowerment.	
<b>Excellence through challenge</b>	<b>What can we do better?</b>
We take our responsibilities seriously and scrutinise our progress carefully so that all the doors in the world are open to our young people when they leave us. We hold one another to account with intelligence and thoughtfulness. We actively resist dehumanizing influences on education, and value learning, aspiration, risk and courage.	

'Teachers need to develop pupils' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject' (DfE, 2014, p.10)

The latest DfE policy documents insist that:

- Every school needs a whole school literacy policy which is implemented systematically across the curriculum;
- All teachers should view themselves as teachers of literacy and language, regardless of their subject specialism;
- All schools must do everything possible to ensure that pupils can read.

In Ofsted's latest handbook, they state that inspectors will, from now on, "consider the impact of the teaching of literacy on outcomes across the curriculum." This suggests that we need to show how the effective teaching of literacy is improving students' performance across the board.

This year, there are five literacy priorities:

- 1) To develop a whole-school consistent approach to reading;
- 2) To develop a whole-school consistent approach to writing;
- 3) To develop a whole-school consistent approach to oracy;
- 4) To develop the culture of wider reading and reading for pleasure;
- 5) To develop the use of displays to support subject and examination specific vocabulary and terminology.

## Literacy Priorities

### 1) To develop a whole-school consistent approach to reading:

All staff to ensure that reading for pleasure is at the heart of a student's experience and promote it effectively in their subjects where appropriate;

Staff to have a good knowledge of books that are suitable for young people, both in their subjects and beyond;

All staff to explicitly teach students the necessary reading skills to approach a range of different texts, including skimming, scanning, inference and close reading;

Across all subjects, staff to embed independent reading time into their lessons and encourage students to read widely both in and outside of the classroom;

All staff to encourage parents and carers to take an active role in their child's reading enjoyment and development.

### 2) To develop a whole-school, consistent approach to writing:

All staff to promote the importance of students using correct spelling, punctuation and grammar in their work, and monitor this as part of their marking where appropriate;

All staff to encourage students to confidently use subject specific terminology and write in an appropriate academic register;

All staff to give students opportunities to engage with a range of high-quality texts in order to develop their academic literacy;

All staff to create meaningful opportunities for students to become effective writers, showing clear and confident awareness of audience and purpose;

All staff to encourage students to see the importance of writing for enjoyment;

Across a range of subjects, staff to run extra-curricular clubs promoting writing.

### 3) To develop a whole-school consistent approach to oracy:

All staff to explicitly use different types of talk in their lessons, such as exploratory, explanatory, presentational and dialogic;

All staff to create meaningful opportunities for students to speak in a range of different situations and contexts;

All staff to scaffold students' oracy, through the use of, for example, deconstructed examples of talk, modelling high quality talk, and using scaffolds, such as thought stems;

All staff to encourage students to confidently use subject-specific terminology when speaking and exploring ideas;

Across a range of subjects, staff to run extra-curricular clubs promoting oracy.

4) To develop the culture of wider reading and reading for pleasure:

All subject areas to use the library space and resources in a meaningful way, to ensure that the library is a central and thriving part of the school;

All staff, particularly tutors, to promote and support literacy initiatives, such as reading time in tutor and national events, such as World Book Day;

Across a range of subjects, regular reading clubs to be organised, for different types of readers i.e. more able, reluctant, boys/girls;

Across a range of subjects, author visits to be organised, for a range of year groups.

5) To develop the use of displays to support subject and examination specific vocabulary and terminology:

Across the school, all staff to ensure that displays promote literacy in a positive and meaningful way;

All staff to use their displays as a scaffold for effective learning, ensuring that they are regularly referred to by the teacher and by the students;

All staff to ensure that subject and examination specific vocabulary and terminology are highly visible in their classrooms to help support students with their learning.

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Policy adopted from: September 2016

To be reviewed: September 2017