



Literacy policy 2018-19

Our plan for education to understand the world and change it for the better	
CURRICULUM Who we are	<p>Thomas Tallis is a creative comprehensive school committed to a broad and balanced entitlement curriculum. Evidence informed, we use excellent teaching, data, and CPD to build quality, fairness and success for our young people for the long term. Literacy and numeracy across the curriculum enhance progress for everyone. Research and development focuses our thinking and improves our teaching and learning. We scrutinise our achievements and seek to improve them for all of our children. Our Habits of persistence, discipline, imagination, inquisitiveness and collaboration permeate everything we do. All our achievement and curriculum plans are based on this.</p>
INCLUSION What we do	<p>Inclusive Tallis enables our young people to understand themselves in a happy community characterised by positive peer pressure. Decision-making humanely balances the needs of individuals in community: we look for creative solutions to problems. We use feedback in all aspects of our life to develop young people's independence and improve our service. Our character values, which help develop character for learning as well as personal development are fairness, honesty, kindness, respect and optimism. They permeate everything we do. All our inclusion plans are based on this.</p>
COMMUNITY How we work	<p>Community Tallis aims to commission, sustain and model the best possible context for our students and our school to learn and grow, seeking enrichment and cultural capital for all our students. We know, understand and work with our community inside and outside school. We work in a national context with local knowledge of how students and staff flourish. We are committed to sharing and collaborating with other schools for the common good. Governors support our strengths and challenge strategically. Our community framework of connecting, communicating and collaborating permeates everything we do.</p> <p>All of our community and resourcing plans are based on this.</p>

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'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 wider links with the community to promote literacy.

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 embed our whole school Word of the Week into their teaching;
 - 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 faculty areas to produce wider reading lists for students in their subject area and promote wider reading;
- 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 wider links with the community to promote literacy.

- Across the school, all staff to encourage parents to engage positively with the literacy development of their children;
- Opportunities to be created across all subjects to work with primary schools and other secondary schools in the borough to promote literacy;
- Greater links with outside agencies to be promoted across all subjects.