



Literacy Across the Curriculum Policy

Perton Middle School 2024

Rational for Whole School Literacy

A central aim of teaching and learning is to develop students' ability to use written and spoken language effectively, in order to think, explore, organise and communicate meaning. These skills enable and empower students to learn independently.

Here at Perton Middle School, we are all teachers of Literacy. We all understand that developing these skills in our students across all subject areas is crucial to successful learning thus raising standards in all areas of the curriculum.

Policy Aims

The staff at Perton Middle School are therefore committed to working together across the curriculum:

- To adapt a whole school approach to Literacy Across the Curriculum.
- To ensure the continual improvement of Literacy standards of all learners.
- To acknowledge that, whilst the basic skills of reading and writing will be explicitly delivered in the English curriculum, all teachers share a responsibility for the consolidation of these skills and for their subject specific application.
- To raise staff awareness of key Literacy strategies through working party discussions, staff training and the dissemination of good classroom practice.

It is important that all staff share an understanding of what is meant by 'Literacy'. This transfers into three transferrable skill areas: Speaking and Listening, Reading and Writing.

Speaking and Listening

"Speak in such a way that others love to listen to you. Listen in such a way that others love to speak to you." (Anonymous)

Teachers will help students:

1. To understand that oracy (and not just reading and writing) is a valuable means of learning itself and is a way of expressing feelings and opinions eloquently.
2. To value and respect the talk of others by responding to what they are listening to.

3. To be confident contributors in a wide range of oral activities, in individual paired and group situations, including asking and answering questions.
4. To understand that the differences in task, purpose and audience require different levels of language formality.
5. To promote high levels of oracy through everyday classroom discussion.

Reading

“Reading is a way for me to expand my mind, open my eyes and fill up my heart.” (Oprah Winfrey)

Teachers will develop students’ reading skills by:

1. Providing texts at appropriate reading levels.
2. Encourage extended reading as well as short extracts.
3. Providing opportunities for students to access texts independently.
4. Encourage wider reading around all areas of the curriculum through texts chosen for Knowledge Bank tasks.
5. Helping students to develop a range of techniques such as skimming, scanning and text-marking effectively, including the ability to select/note/synthesise information from reading.
6. Helping students to acquire a variety of comprehension skills through VIPERS and ERIC.
7. Drawing students’ attention to the structure of texts in different subject areas e.g. format, page layout, contents, indexes, diagrams and illustrations.
8. Promoting reading for pleasure and modelling fluent reading aloud. Plan for fluency activities when reading aloud.

Writing

“You can make anything by writing.” (C.S. Lewis)

Teachers will aim to develop writing skills by:

1. Providing opportunities for students to write in a variety of styles and for a variety of audiences and purposes.
2. Providing students with models of different writing styles (teacher modelling, shared writing and structured frames).

3. Allowing for opportunities of self and peer assessment using writing feedback sheets.
4. Emphasising the importance of plan, monitor and review when writing.
5. Teach students to spell subject specific vocabulary and understand their meaning.
6. Helping students with handwriting and presentation of their writing.

Assessment

- All teachers should be working within the school feedback policy, including the use of marking symbols for writing (please refer to the English feedback policy).
- All teachers have a responsibility to provide feedback on students' literacy skills.

Responsibilities

Lead Teacher of English (JRi)

- To keep colleagues up to date on KS2 and KS3 Literacy initiatives in English and how they can support Literacy development in other subjects.
- To support the teaching of Literacy in other subject areas by suggesting materials, strategies and through coaching, peer observations and team teaching.
- Lead and deliver school-based INSET/CPD.
- Identify students in need of Literacy interventions and share with all staff.
- Work with the school librarian in raising the profile of reading across the school.

English Department

- To provide students with the knowledge, skills and understanding they need to read, write, speak and listen effectively.
- To play a role in identifying cross-curricular Literacy priorities.
- To support non-specialists in applying Literacy skills in their subject areas.

Librarian

- To promote reading across the school and to encourage reading for pleasure.