

Literacy Across the Curriculum Policy

At Bournville we believe that:

'Students should be taught in all subjects to express themselves correctly and appropriately and to read accurately and with understanding.'

QCA Use of Language Across the Curriculum.

Our Mission Statement for Literacy Across the Curriculum consists of four strands:

- **Extended Writing: students complete extended written deliberate practice and learn to structure sentences, paragraphs, arguments and essays. Students re-draft their work.**
- **Academic Language and Technical Accuracy: to give students confidence in using academic language, and to instil technical accuracy in communication, so articulacy is never a barrier to future success.**
- **Bournville Loves Reading: to engage all students with the joys of reading, exposing them to the new worlds and experiences it opens.**
- **Oracy: students at Bournville speak clearly and confidently.**

All teachers are teachers of literacy and all teachers should explicitly teach the literacy of their subject. The staff of Bournville School are committed to developing the literacy skills of all Bournville students. We believe that a whole-school focus on literacy raises standards across the curriculum because:

- students need explicitly taught vocabulary, grammar, sentence starters and need to be exposed to models to cope with the cognitive demands of subjects;
- reading allows us to learn from sources beyond our immediate experience;
- writing sustains and orders thought;
- language enables us to reflect, revise and evaluate our knowledge;
- responding to higher order questions verbally and in writing encourages the development of confidence, inquisitiveness and enquiry;
- improving literacy through explicitly taught and modelled communication improves the mindset of our students as well as their progress, motivation and behaviour regardless of starting points.

Across the school we will address each strand of the Literacy Across the Curriculum Policy as follows:

- ✓ Ensure key words and sentence starters are available to students in our Knowledge Organisers or lessons for each scheme.
- ✓ Model clear, confident, technically accurate speech in Standard English, and ensure students speak in full sentences in Standard English when they respond to us.
- ✓ Use the Writing Revolution sentence strategies with students in Faculty areas.
- ✓ Model and inform students of key vocabulary explicitly mapping the teaching of tier 2 and tier 3 vocabulary through our Learning Journeys.
- ✓ Model our thought processes explicitly for students when writing and include these models and scaffolds in our planning.
- ✓ Regularly provide time for lengthy in-depth writing as appropriate to the scheme and examination.
- ✓ Value technical accuracy correcting, modelling and marking for it live in the classroom, using our feedback books, or verbally.

Reading Strategies teachers should employ:

- ✓ Display the reading/watching/ thinking posters in our work areas to encourage reading conversations with students.
- ✓ Have reading conversations with as many students as we can.
- ✓ Set high quality subject appropriate reading to support lessons.
 - ✓ Read to students.
 - ✓ Read the questions as well as the text if necessary for any students in your group.
 - ✓ Model subject specific reading skills/Model active reading for our students when we read texts – discuss our thought processes as experienced readers.
 - ✓ Check texts and analyse for key words before teaching.
 - ✓ Make Tier 2 and Tier 3 keywords accessible to students.
 - ✓ Try to establish an emotional hook for students so that they can engage with texts they are reading.
 - ✓ Know what access arrangements are and apply them as students' normal way of working.
 - ✓ Encourage children to use overlays if needed.

Roles and Responsibilities

- **Senior Leaders:** lead and give a high profile to literacy by modelling literacy through the Teaching for Excellence methodology, and discussing reading for pleasure with our students. Ensure that Tier 2 and Tier 3 vocabulary is mapped in learning journeys and high quality models are available in them. SENCO ensure access arrangements are possible ensuring staff know where to access the necessary resources – provide overlays, reading pens and word processors to students when necessary, and scribes or readers where possible. Ensure that feedback booklets highlight writing and technical accuracy in their faculty areas. Embed Writing Revolution strategies with their teams and within their subject areas.
- **Teachers Across the Curriculum:** give feedback on technical accuracy, tier 2 and tier 3 vocabulary and written subject literacy (e.g. write like a scientist/geographer/ literary scholar) when giving feedback. Model the literacy

of their subject. Model confident clear speech, academic language, technical accuracy and subject literacy through the Teaching for Excellence methodology. They will also promote reading for pleasure through discussing reading with students, and encouraging subject related reading of fiction and non-fiction. Ensure they know access arrangements and support these as students' normal way of working. Ensure they arrange for laptops, or book ICT rooms where students' access arrangements require these.

- **Literacy Co-ordinator:** supports departments in the implementation of literacy strategies through the Teaching for Excellence framework and encourages departments to develop their own resources to develop students' subject literacy. Provides form time activities relating to debating and discussion (oracy). Promotes literacy through assemblies and staff briefing. Develop sentence level activities using The Writing Revolution methodology to promote deep thinking to share with staff, beginning by trialling these in English classrooms in September 2020, shared with curriculum leads in November 2020.
- **Parents:** encourage their children to speak confidently and clearly, read for pleasure, and be accurate in their communication. Engage with their children about reading and have conversations with them about what they are reading. Ensure their children bring any equipment given to them to support their access arrangements into school every day.
- **Students:** take increasing responsibility for promoting their own literacy and oracy becoming increasingly accurate, and gaining a greater pleasure in reading and communicating their ideas. Proof read their work for technical accuracy. Bring any equipment relevant to their access arrangements into school every day.

Monitoring and Evaluation

We will make use of available data to assess the standards of students' literacy. The AAHT of the English Faculty, and the Literacy Co-ordinator, will monitor the implementation of the literacy policy at Bournville:

Monitoring Activities will include:

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- sampling work of students through SLT book looks.
- meetings and line management notes;
- learning walks and the visibility of posters around school;
- Promoting the use of the library.

Including All Students

1. Differentiation

Bournville School students are entitled to our highest expectations and support. Some will need additional support and others will need to be challenged and extended. Strategies to use:

- The Teaching for Excellence methodology;
- questioning without hands up;

- planning for cognitive load, and chunking activities;
- the use of additional support;
- use of scaffolds, structure strips, explicit teaching of tier 2 and tier 3 vocabulary, keywords, sentence starters and teacher modelling;
- differentiate by approach not by resource, avoiding giving different resources, and instead planning, modelling and scaffolding to allow students to access the same resources (students will eventually sit the same exams);
- use self- and peer-assessment to allow students to evaluate their own work, and the work of others, and have students mark their peers for elements subject literacy.
- explicitly talk through your expert thought process as you model;
- create and use models to allow students to understand what success looks like, ensuring that grammar, syntax, vocabulary and subject literacy are explicitly modelled in these; use the visualiser for feedback and modelling in lessons.

2. Fresh Start Units

Targeted intervention in Y7 and 8 will be used to help students with low prior attainment to catch up with their peers as quickly and effectively as possible in order to maximise access to the secondary curriculum.

- Teachers across the curriculum will be kept informed about which students are participating in Fresh Start.
- Teachers will be aware of phonics approaches to reading and spelling, and specialists who have been trained in Fresh Start, will lead on ensuring teachers of these students are aware of how to use phonics approaches in their lessons (the Literacy Co-ordinator will support this).

3. The More Able

We will seek to:

- identify able students;
- promote ways of structuring learning for able students by modelling the Teaching for Excellence approach;
- include challenge tasks to extend the most able.

4. SEND

We will teach our students with special educational needs appropriately, supporting their learning and providing them with challenges matched to their needs, through using a range of teaching strategies as part of the Teaching for Excellence methodology. These will include the use of keywords, We work to ensure the nature of the text is appropriate for students who have a disability or differing needs, for example we have a range of audio materials in the library.