



**Stretford**  
Grammar School  
*Aspirat primo fortuna labori*

## **Literacy Policy**

**Ratified by Governors: 2018**



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## **Literacy Policy**

**Member of staff with overall responsibility:** Mrs. E. Baxter

**Governing Body Sub-Committee with reviewing responsibility:** Curriculum and Standards

### **Rationale (National Curriculum 2017)**

Teachers should develop students' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for students, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.

### **Teachers' Standards (2020)**

A Teacher must: demonstrate an understanding of, and take responsibility for, promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.

Curriculum areas will:

- Display key words and terminology ( Tier 3 Specialist language)
- Use writing frames where appropriate
- Provide dictionaries/thesauruses where appropriate
- Develop strategies to support students in reading, writing and speaking and listening
- Develop students' use of Tier 2 Academic Language

Teachers will:

- Plan and deliver activities that promote students' reading, writing and speaking and listening skills
- Monitor students' progress with literacy and provide them with verbal and written feedback which enables them to make progress with reading, writing and speaking in their subject area
- Address subject specific literacy ( Tier 3) and promote/ support the use of Tier 2 Academic Language through their marking and assessment

The school will:

- Identify students who have lower levels of literacy and provide appropriate support and intervention
- Provide opportunities for professional development on literacy issues, including EAL and Academic Literacy
- Monitor implementation of the literacy policy

The SENCO will:

- Liaise with the English Department regarding students' reading ages
- Provide support for students with literacy difficulties
- Provide support for staff with students who have difficulty with literacy

## **Aims (Taken from the National Curriculum 2017)**

### **Spoken language**

Students should be taught to speak clearly and convey ideas confidently using Standard English:

They should:

- Learn to justify ideas with reasons; ask questions to check understanding; develop vocabulary and build knowledge; negotiate; evaluate and build on the ideas of others; and select the appropriate register for effective communication.
- Be taught to give well-structured descriptions and explanations and develop their understanding through speculating, hypothesising and exploring ideas.

This will enable students to clarify their thinking as well as organise their ideas for writing.

### **Reading and writing**

Teachers should develop students' reading and writing in all subjects to support their acquisition of knowledge.

Students will be taught to read fluently, understand extended prose (both fiction and non-fiction) and be encouraged to read for pleasure.

As a school, we will promote wider reading through our library facilities and through ambitious expectations for reading at home.

We will develop students' skills to write at length, with accurate spelling and punctuation.

Students will be taught the correct use of grammar. They will build on what they have been taught to expand the range of their writing and the variety of the grammar they use.

Writing tasks will include narratives, explanations, descriptions, comparisons, summaries and evaluations.

### **Vocabulary Development**

Students' acquisition and command of vocabulary are key to their learning and progress across the whole curriculum. Teachers will support students to develop their vocabulary actively, building systematically on students' knowledge. Teachers will aim to increase students' store of words in general, encouraging students to make links between known and new vocabulary

and discuss the shades of meaning in similar words. In this way, students expand the vocabulary choices that are available to them when they write. In addition, it is vital for students' comprehension that they understand the meanings of words they meet in their reading across all subjects, and older students should be taught the meaning of instruction verbs that they may meet in examination questions. It is particularly important to induct students into the language which defines each subject in its own right, such as accurate mathematical and scientific language.

### **Literacy Focus Groups**

The English Department identifies students whose literacy development should be a particular focus across the curriculum. Staff are asked to mark the work of these students as a priority and as a particular focus using the codes below. Whole school work scrutinies are carried out to monitor the progress of these students and to evaluate the effectiveness of the feedback provided.