

## Literacy across the Curriculum Policy

<b>Review Due:</b>	
<b>Last Review</b>	October 2017
<b>Applicable to:</b>	Bristol Futures Academy
<b>Reviewed by:</b>	RLG

### Rationale

Literacy is at the heart of successful learning in every area of education. In order to empower pupils to reach their full potential, all teachers must recognise that they are both subject specialists and teachers of literacy. Literacy encompasses the skills of reading, writing, speaking and listening. Being literate allows pupils to develop their cognitive abilities, in addition to learning, exploring and communicating which will ensure that every pupil has the opportunity to realise their potential.

At Bristol Futures Academy we believe that improving literacy standards is fundamental to raising student self-esteem, confidence and achievement. All members of staff are committed to ensuring that every pupil is presented with opportunities to achieve beyond expectations. The school will actively pursue its literacy policy by:

- a) Understanding that literacy incorporates talking, listening, reading and writing. These elements are interdependent and integral to all learning. Literacy should therefore be promoted holistically.
- b) Literacy takes many forms – our understanding extends beyond basic decoding to critical reflection and understanding how language works.
- c) Literacy is intrinsically linked with Functional English and shares the principles associated with this.
- d) All elements of the literacy policy should be reflected across the curriculum.
- e) Valuing all pupils' efforts to read, write, sign and talk or using assistive communication aids. This will be reflected in a wide range of opportunities for pupils to communicate their understanding through a variety of means in subjects throughout the curriculum.
- f) Providing a range of language experiences in talking and listening, reading and writing for all pupils.
- g) The sharing of good practice across the curriculum and key stages.

## **Policy Procedures**

### **Reading**

Our aim is to develop children's knowledge of, and familiarity with, a wide range of literature, both fiction and non-fiction. Students will learn to read with increasing understanding, to locate and retrieve information, understand a process or point of view as well as analyse what they have read.

All staff at Bristol Futures Academy will encourage pupils to read with increasing confidence and independence. All have a responsibility in identifying times when pupils may be engaged in reading activities. For example, morning registration times may be dedicated to independent reading.

Ways in which teaching staff may support students:

- a) Encourage students to access texts by the use of directed activities related to texts (DARTS: see appendix for more detail).
- b) Amend and differentiate text used in lessons to make it accessible to all learners; use visuals, video or signing to support access to texts wherever possible
- c) Organise pupils in guided reading groups that reflect levels of ability.
- d) Promote reading through teacher-led, shared, silent, whole class and paired reading.
- e) Promote a wide use of ICT as a medium for the further development of language both in English and across the curriculum.
- f) Utilise the library and Accelerated Reader software and or NARA reading to promote reading. Encourage pupils to read stimulating fiction or non-fiction reading material, as well as multi-media texts.
- g) Encourage pupils to read the First News newspaper available from the Literacy coordinator each week.
- i) Use questioning effectively to extend and enrich the reading experience and encourage link-making between texts and experiences

### **Writing and Spelling**

Pupils develop writing skills for a range of purposes and audiences, using spelling, punctuation and syntax appropriately and with confidence.

Teaching Staff may support pupils by:

- a) Using agreed common approaches and strategies in identified areas for literacy development, this the use of marking symbols as outlined in the school Marking Policy.

- b) Encourage extended writing by providing the appropriate connectives and sentence starters.
- c) Teaching pupils to understand and use subject specific spellings.
- d) Encouraging pupils to structure their writing appropriately by using a variety of sentence types, paragraphs and a range of punctuation.
- e) As appropriate, encouraging pupils to draft and redraft pieces of work, use dictionaries and thesauri (either hard copy or online)
- f) Requiring pupils to proofread their own completed pieces of work to check spellings, punctuation and grammar use. (Proofreading can be done through the use of the 'read-back' function on a text-to-speech programme)

### **Speaking and Listening**

Our aim is to develop all pupils' confidence as users of language. We can do this by:

- a) Linking language with thinking processes and so enable the strengthening of both in pupils.
- b) Providing opportunities to talk and listen in a variety of groupings and in both formal and informal contexts.
- c) Encouraging pupils to take part in assemblies, school council and other events that provide opportunities to develop speaking and listening skills.

### **4. ICT**

ICT is used across the curriculum to support and develop literacy by:

- a) The use of electronic media e.g. fiction, non-fiction, drama texts, magazines, encyclopaedias, newspapers, reference books, dictionaries/thesaurus, internet, e-mail.
- b) The availability of IT resources to pupils including laptops and iPads.
- c) The use of the voice memo function on Apple devices, for example, or text-to-speech software on a PC.
- d) The use of Accelerated Reader software and/or the NARA reading data analysis.

### **5. Each member of staff has a responsibility to raise pupils' standards of literacy by:**

- a) Using agreed common approaches and strategies for developing literacy; this includes the Marking for Literacy symbols outlined in the school marking policy.
- b) Including a literacy objective in lessons where appropriate.

c) Supporting the evaluation of language development in pupils throughout the school and involving appropriate members of staff in response to concerns.

## **6. Procedures for monitoring and evaluating pupils' achievements in developing literacy skills are as follows:**

- a) promoting pupils' written or oral self-assessment
- b) on-going formative assessments of classwork in subjects throughout the curriculum
- c) formal assessments
- d) The use of reliable data for base-lining and comparative assessment

Actual content and the policy itself. To include what must be done and how. All subheadings in this section

Bullet points to be of this format

- Point 1
- Point 2

## **Additional Relevant Documents**

English Policy

## **Appendices**

### **APPENDIX 1**

#### **Directed Activities Related to Text (DARTs)**

This technique has evolved to use reading as a way of learning a 'subject'. Its aim is to foster independent reading and actively engage the learner with text. One of its principles is that reading is no longer seen as a solitary activity, but can involve a small group or pair of learners. The technique can be used at any level and with any kind of text.

**The following strategies are considered to be DARTs**

#### **Gap Fill**

These activities require the learner to understand context and vocabulary in order to identify the correct words or type of words that belong in the deleted parts of a text. Words are deleted from a passage according to a word-count formula or various other criteria, e.g. all adjectives, all words that have a particular letter pattern. The passage is presented to learners, who insert correct words in the gaps as they read, to construct appropriate meaning from the text.

### **Prediction**

Using prediction helps learners to get an idea of the general organisation, major topics and subtopics of a piece of text. It can involve learners using the beginning or the appearance (title, headings, illustrations, layout, etc.) of a piece of text to predict what comes next or in creative writing, what happens next.

Following prediction, before reading on, learners ask themselves questions, e.g. 'What would I need or want to know about this topic?'

### **Sequencing**

Introducing learners to sequencing can help them understand the importance of coherence and cohesion within a piece of text. The process involves the learners reorganising jumbled pieces of text into a logical order but could also be adapted into on-screen 'drag and drop' computer activities.

### **Whole group analysis/collaborative activities**

Interpreting text does not have to be a solitary activity. Learners working as a group can draw on a range of strengths which can benefit less assured readers.

### **Reconstruction of text**

Asking learners to reconstruct text into diagrams, tables, flow charts or drawings may assist their understanding especially where learners prefer to learn visually. If the reconstruction takes place collaboratively where movement and discussion occur, those who prefer a kinaesthetic or auditory learning style may also benefit.

### **Questions/discussion**

This can be carried out in pairs, small groups and whole group. There are different ways to use questioning, for example:

- the teacher frames the questions
- learners question each other in pairs or small groups
- the teacher asks a thought-provoking high order or open question and asks learners to consider and discuss, nominating one member of the group to respond

### **Topic sentences**

The topic sentence is usually the first sentence of the paragraph. Focusing on the first sentence of a paragraph gives the reader an idea of what the paragraph is going to be about and can enable him/her to map a complex text. This activity can be linked into the prediction activity above.

### **Paragraph heading**

Encouraging learners to give an appropriate heading for each paragraph or section of the text can support them in understanding the whole passage. This could be linked to the topic sentences activity above.

**Skimming and scanning** are frequently confused and it is important to teach readers that they have distinctly different aims.

**Skimming** involves rapid eye movements across lines of text to absorb the overall theme.

To understand the gist of a text the learner skates over the title, subtitles, sub-headings, illustrations and captions of a text and then may go on to read the first and last paragraph.

**Scanning** involves rapid eye movements across the page, skipping most of the text but concentrating on specific detail. *It may help the learner to remember what scanning means if the teacher compares the skill with that of a hospital scanner, i.e. searching for specific diagnostic information.*

The learner searches for key words or ideas – highlighting, underlining or listing parts of the text that deal with a specific issue. This is useful when studying or looking to find specific information from a book or article quickly as there is not always time to read every word.

Activities that involve **skimming and scanning** can develop readers' engagement with their own reading skills, encouraging them to become more analytical in the process of reading

**Paraphrasing and summarising** - in order to complete either of these tasks successfully, accurate comprehension of the text is required.

**Paraphrasing** involves the learner putting a passage from source material into his/her own words. For learners engaged with an English language GCSE programme, this is a particularly useful skill to develop when wanting to borrow from a source without

Some tips when teaching paraphrasing:  
Explain that it is important that the learners use their own words when introducing the topic but that they should make it clear that they are presenting someone else's ideas, e.g. *According to Jamie Oliver .....*

Learners should use alternative wording to the author's throughout the paraphrase.

- It is important the learner cites his source.
- plagiarising.

**Summarising** involves the learner putting only the main idea(s) only from the source material into his/her own words. This is a useful skill when making notes.

The following link gives some useful ideas for learners about how to summarise:  
<http://www.bbc.co.uk/skillswise/words/reading/summarising/factsheet2.shtml>

### **Pair work**

Working in pairs can improve the effectiveness of many activities designed to develop reading and writing, as well as supporting the building of confidence and fluency in speaking and effectiveness in listening and responding.

Teachers may need to be pro-active in the organisation of pairs for each learner to gain the most from the use of the strategy, by matching learners with complementary strengths and skills. Learners need to understand that they are expected to undertake the activity as a pair and not work individually although sitting side by side. Teachers need to be explicit about how the activity can be approached, such as: joint pre-reading of texts

- each putting forward their ideas in turn
- deciding who keeps notes
- sharing tasks such as dictionary search
- drafting and editing together

(See pages 8 and 9 Brooks, G. et al (2007) *Effective Teaching and Learning: Reading (Summary report)* NRDC to read research findings on pair and small group work).

**A few ideas for paired activities.**

Learners can:

- work in pairs on a writing task, sharing ideas on planning, structure, grammar and spelling
- practise communication skills by describing an item without showing or naming it to their partner, who has to guess what it is
- read a text together, taking it in turns to read aloud
- peer coach each other in skills such as ICT, map reading and dictionary or thesaurus searches
- prepare a review of a book, magazine article or poem

**Useful publications:**

Burton, M. (2007) *Developing Adult Teaching and Learning: Practitioner Guides. Reading*. NIACE

Spiegel, M. and Sunderland, H. (2006) *Teaching Basic Literacy to ESOL Learners*. LLU+