



Regents Park Community College

Literacy Policy



Literacy Policy

Statement

Regents Park Community College is committed to raising the standards of literacy of all of its students, so that they develop the ability to use literacy skills effectively in all areas of the curriculum and use it as a platform to cope confidently with the demands of further education, employment and adult life.

Rationale

Literacy underpins the school curriculum by developing students' abilities to speak, listen and communicate, to think, explore and organise. This includes helping students to express themselves both orally and in writing. All departments and all teachers have a crucial role to play in supporting students' literacy development. Competent literacy skills also enable students to read, understand and access learning materials and examination materials, so that students are able to achieve their educational potential across the curriculum.

Expectations of students:

Speaking and listening

Talking is our main means of communication in everyday life and it is fundamental to the development of understanding. We want our students to develop their confidence and competence in speaking and listening so that they are able to:

- clarify and express their ideas and explain their thinking
- adapt their speech to a wide range of circumstances e.g. paired/group discussions, speaking to a large audience
- use varied and specialised vocabulary
- speak for a range of purposes e.g. to narrate, to analyse, to explain, to reflect and evaluate
- listen actively with understanding and respond sensitively and appropriately

Reading

We want our students to enjoy reading. We want them to be able to use their reading to help them learn and to increase their confidence and competence in reading so that they are able to:

- read fluently, accurately and with understanding
- become independent and critical readers who make informed and appropriate choices
- select information from a wide range of texts and sources including print, media and ICT and to evaluate those sources
- apply techniques such as skimming, scanning, and text-marking effectively in order to research and appraise texts

Writing

Many lessons and correspondence include and depend on written communication. We want our students to improve their confidence and competence in writing so that they are able to:

- write in a wide variety of forms and for different purposes e.g. to interpret, evaluate, explain, analyse and explore

- develop ideas and communicate meaning to a reader using wide-ranging and technical vocabulary and an effective style, organising and structuring sentences grammatically and whole texts coherently
- present their writing clearly using accurate punctuation, correct spelling and legible handwriting

Expectations of all staff

Speaking and listening

In our teaching we provide planned opportunities across the curriculum for students to engage in purposeful talk, both formally and informally in a variety of contexts.

In planning for talk we consider pace and timing so that purposeful talk is maintained.

Whilst teacher exposition is essential we take account of demands on concentration to ensure that students are required to listen actively for realistic lengths of time.

Reading

We use available data on students' reading levels in order to make informed choices about appropriate texts and to plan appropriately, including support for students in order that they may successfully access texts and the planned curriculum.

We aim for all students to have a reading age of at least 14 by KS4. We adapt schemes of work, lesson plans and teaching and learning to support students who arrive at school with low reading ages compared to their chronological age. We provide guided reading in English lessons to teach reading skills which support students with low reading ages. We intervene using reading catch-up programmes for students who are below the reading age of 9.

We take opportunities to demonstrate pleasure in reading.

We make opportunities both in lessons and in tutorial times for students and teachers to share their reading experiences.

We provide planned opportunities across the curriculum for students to:

- read and follow written instructions
- read and engage with narratives of events or activities
- follow up their interests and read texts of varying lengths
- question and challenge printed information and views
- read with understanding descriptions of processes, structures and mechanisms
- read and explore ideas and theories
- learn how to sift and select and take notes from text and read to locate and relocate information
- learn how to scan for overall meaning as well as scanning for key points, words, phrases
- use reading to research and investigate from printed words, images and ICT

Writing

We draw attention to the purpose and intended readers of each piece of writing. Students are encouraged to write for a range of intended readers.

We consider writing to be a learning tool as well as a product of learning.

We help students to appreciate the differences between Standard English and Non-Standard forms of the language.

We expect students to use legible, cursive handwriting. We provide intervention support to teach cursive handwriting to students who have difficulties with the presentation of their writing.

We help students to recognise the appropriate form for their written responses so that they know when to respond in note form and when more formal constructions are required.

We limit the use of pre-structured writing e.g. copying, sentence completion and sentence rearrangement. We encourage opportunities for extended writing.

We provide planned opportunities across the curriculum for students to:

- make notes from a variety of sources - printed word, moving images and ICT texts
- use writing to plan, organise and record
- write logs and journals in order to clarify thoughts and develop new understanding
- plan, draft, discuss and reflect on their writing
- learn the conventions of different forms of writing in different subject areas;
- write at appropriate length
- write collaboratively with other students
- present some writing for display or publication

We:

- expect high standards of presentation in students' finished writing
- provide good models of particular kinds of writing
- provide dictionaries, glossaries and lists of appropriate subject vocabulary and encourage students to use them
- help students to use a range of strategies to learn spellings including the teaching of phonics

Expectations of parents and carers:

We expect parents/carers to recognise the importance of literacy in all aspects of the curriculum as well as to encourage their child to read for pleasure from a range of authors and genres.

We expect parents/carers to explain when their child should use Standard English appropriately.

We expect parents/carers to encourage your child to write clearly, using accurate punctuation, correct spelling and legible, cursive handwriting.

We expect parents/carers to find time to listen to their child read.

Links to other Guidance and Policies:

- Marking guidelines
- Monitoring and evaluation of literacy document
- School guidelines for students' written work
- Literacy marking key