



KING'S LEADERSHIP
ACADEMY LIVERPOOL

Literacy Policy

To be reviewed in November 2016

Introduction

This policy aims to aid teachers in the integration of literacy into the planning and delivery of lessons in all subjects across the curriculum. The prominence of Literacy has risen in recent years and is now seen as being increasingly important in ensuring pupil progress. School inspections now focus on the value of literacy in effective teaching and learning. Soon after his appointment in January 2012, Her Majesty's Chief Inspector of Education, Children's Services and Skills, Sir Michael Wilshaw, gave a speech in which he declared:

'Improving standards of literacy must be a priority for all our schools.'

It is therefore vitally important that all teachers have an explicit understanding of what is meant by the term literacy and how it can be beneficial in the classroom. As outlined in the Nation Literacy Strategy, Literacy can be broken down into three strands that can also then be subdivided into three areas.

Speaking and Listening: Learning through Talk (LTT)	Using talk to clarify and present ideas
	Active listening to understand
	Talking and thinking together
Reading: Learning from Text (LFT)	Develop research and study skills
	Reading for meaning
	Understanding how texts work
Writing: Learning through Writing (LTW)	Using writing as a tool for thought
	Structuring and organising writing
	Developing clear and appropriate expression

It is therefore vital that opportunities to learn through these methods are made available to all pupils in every lesson. It is through the improvement in these skills that we will be able to aid our pupils to progress further regardless of the subject

Aims

The University Academy of Liverpool is committed to developing the literacy skills of our students, in the belief that it will support their learning, enabling them to access the whole curriculum and raise standards for all.

- To empower teachers with the confidence to develop and support literacy in their own subject area
- To develop whole-school pedagogy for learning through talk, learning from text and learning through writing.
- To support the development of literacy through the use of ICT
- To foster a school ethos and climate for learning that gives high status to literacy-related activities, particularly reading and writing for pleasure.

Strategies to establish these aims:

- The Director of Literacy will ensure that Continuing Professional Development (CPD) time allows a regular focus on literacy and learning. The process of discussion within departments will lead to the sharing of good practice as well as the identification of training needs and opportunities.
- The Director of Literacy, in conjunction with the Senior Leadership Team (SLT), will lead and support literacy development through:
 - Planning, organising and leading relevant professional development to ensure the effective delivery of literacy.
 - Organising and encouraging activities and pedagogy that will encourage a climate for learning with literacy as a key component
 - A systematic wave intervention programme that will identify pupils in need of intervention

The Implementation of Literacy Across the Curriculum

If pupils are to recognise the educational value of Literacy, it is obviously important that they see this reflected in the planning, delivery and evaluation of the lessons they attend. Thoughtful and considered beginnings to lessons with clearly phrased objectives being discussed establishes a shared 'language for learning' which is useful when pupils are encouraged to reflect on their own progress. Often Literacy is associated with the notion of extended reading and writing tasks which certain subjects are traditionally linked with such as English, MFL and Humanities. A more enlightened view of Literacy would be one of interaction with language in any form which is why it's clearly of value to all teachers.

Appendix

Speaking and listening

Talk is our main means of communication in everyday life and is fundamental to the development of understanding. We want our students to develop increasing 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 widening range of circumstances including paired and group discussions and speaking to a larger 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 with understanding and respond sensitively and appropriately.

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

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

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

We should give students regular opportunities to speak and listen in the following contexts:

- in pairs with a working partner;
- in small groups with opportunities to take on the roles of chair or scribe;
- with the teacher or another adult;
- in whole class discussions;
- presentations to a wider audience;

In these contexts some of the following activities should take place:

- exploring and describing events, activities and problems, exploring and developing ideas with others;
- reporting back to a wider audience in order to consolidate ideas and understanding;
- asking questions as well as answering them;
- speculating, hypothesising and imagining;
- planning, organising and reviewing activities;
- investigating and solving problems collaboratively;
- evaluating experiences and reflecting on learning;
- talking at length and adopting the 'expert' role.

Reading

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

- read fluently, accurately and with understanding;
- become independent and critical readers and 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 close reading, inference, skimming, scanning, visualising, predicting, questioning and empathising in order to research and appraise texts.

Writing

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

- write in a widening variety of forms 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.

Planned opportunities across the curriculum should be provided 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 e.g. by using writing frames and providing clear models for writing
- write at appropriate length, sometimes briefly;
- write collaboratively with other students;
- present some writing for display or publication.

We should:

- expect high standard of presentation in most of 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:
 - look – say – cover – write – check;
 - making connections between words with the same visual spelling pattern.