**LITERACY Policy**

## Rationale

At The Farm Schools Network we accept the fundamental principle that Literacy is the key to improving learning and raising standards; it enables pupils to gain access to the subjects studied in schools, to read for information and pleasure, and to communicate effectively. Poor levels of literacy impact negatively on what pupils can do and how they see themselves. The teaching of literacy is not the responsibility of the English teachers alone; at The Farm Schools Network, all teachers share responsibility for the teaching of literacy across the curriculum and recognise their statutory responsibilities, as outlined in The National Curriculum. Crucially, we believe that literate pupils will ultimately emerge as confident and articulate communicators, fully prepared to enter the adult world, whether to continue their academic studies or to enter the world of work.

## Aims

* To develop a shared understanding between all staff of the role of language in pupils' learning and how work in different subjects can contribute to and benefit from the development of pupils' ability to communicate
* To help teachers to be clear about the ways in which their work with pupils contributes to the development of pupils' communication skills
* To take account of the needs of all pupils, including the more able, those with special educational needs and pupils for whom English is an additional language
* To help fulfil the aims of the school by developing pupils' confidence and self expression.
* To help raise pupils' own expectations of achievement
* To structure lessons appropriately in ways that support and stimulate language development and show how learning objectives for pupils are to be achieved
* To recognise how resources will be organised and used to support this teaching
* To monitor and evaluate the impact of common goals and clear, shared expectations of pupils' developing ability to talk, read and write effectively and, specifically, establishing whether targets have been achieved
* The main concern of language teaching is to develop pupils' abilities to use language to create, communicate and explore significant meanings. A key concept in language teaching is appropriateness: choosing the appropriate form of language to match the purpose and audience. Pupils learn about this by using a variety of forms for a wide range of purposes and audiences

## Speaking and Listening

Pupils language and especially their speech, is part of their identity and should be treated with care and respect and not belittled in any way.

Pupils should feel that what they have to say is valued in a classroom and that the classroom is a place where ideas can be expressed and respected:

**Activities should aim to provide opportunities for pupil**

talk for a range of purposes and with a variety of audiences

* plan, discuss and evaluate their speaking and listening
* explore ideas through drama and role play

use talk to explore and develop ideas at length

* use talk to express their feelings and opinions
* use talk to plan, explore and evaluate other activities
* ask questions as **well** as answer them
* listen and take on the ideas of others

solve problems collaboratively

**For bilingual learners the activities should provide them with opportunities to:**

interact with competent English speakers

talk in their mother tongues where helpful, e.g. in taking on a new concept or skill

### Approaches

Lessons should help pupils to:

value and respect the talk of others

value speaking and listening as a primary medium of learning

learn to select from, re-formulate, question and challenge what they hear

### Organisation

The school will aim to provide:

* some activities which are structured to make speaking and listening an essential part of them

a variety of oral activities that give pupils an opportunity to participate fully and purposely

* a variety of activities that allow pupils to develop their listening and critical skills
* a variety of groupings that allow pupils the opportunity to work with others
* opportunities for pupils to interview and discuss with their parents/ carers and other adults as part of homework assignments
* speaking roles for bilingual learners, to ensure participation and build confidence

### Appropriateness

The school will aim to:

* help pupils to select an appropriate degree of formality in relation to their purpose and audience
* help pupils to appreciate the differences between standard English and non-standard dialect forms and to choose the appropriate form for their purpose
* foster pupils' self-esteem by encouraging pride in their home languages and dialects

### Assessment

The school will aim to:

refer to pupils' use of speaking and listening in assessments and reports

* use the assessments of children's speaking and listening to help plan future work **Reading**

Reading covers many skills of which reading for information, understanding, inference and for pleasure are **but** a few. Pupils spend most lessons engaged in some form of reading and it is important that the material is challenging and accessible.

#### Activities

The school's aim is to provide opportunities for pupils to:

* use reading for research
* find information through ICT
* read for pleasure
* participate in the one to one booster sessions (if required) participate during the independent reading sessions

#### Approaches

In teaching the aim will be to:

* draw pupils' attention to the structure of texts, referring to contents pages, indexes and chapter headings
* help pupils to adapt their style of reading to their purpose, e.g. choosing to skim, scan or to read closely
* tell pupils the purpose of any reading they do
* teach pupils to select information that is relevant
* encourage pupils to question and challenge information in textbooks, encyclopaedias, newspapers and computers
* encourage pupils to use information from their reading rather than just answer the question about it
* talk to pupils about their subject reading
* provide opportunities for inexperienced readers of English to read in pairs or small groups
* provide differentiated reading materials where appropriate
* provide structured frames to support pupils' reading

#### Resources

The school's aim is to encourage departments to provide:

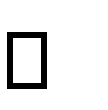
* displays of reading material relevant to the topic and to national curriculum subjects
* a variety of different types of material in addition to books and IT
* reading materials at appropriate levels of interest and difficulty
* reading material of high quality, i.e. attractive, up to date, relevant, and balanced in its presentation of culture and gender
* displays of subject specific vocabulary which are up-dated on a regular basis

displays of subject specific vocabulary within a context

* subject dictionaries where possible

**Assessment and Reporting**

The school will aim to:

* refer to pupils' use of reading in assessments and reports for all subjects
* use the assessments of pupils' reading to help plan future work set and review targets 

**Writing**

#### Activities

#### The school as a whole will aim to provide opportunities for pupils to:

* write for a range of purposes in a variety of forms

write for a variety of audiences including real audiences

* plan, draft, discuss and reflect on their writing
* write at length
* write freely to marshal thoughts and develop new understandings
* use information technology for re-drafting, discussion and reflection
* use information technology for publishing and presenting writing

#### Approaches

Lessons will aim to:

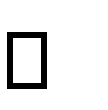
* make connections between pupils' reading and writing so that pupils have clear models for writing
* provide students with clear literacy objectives
* provide a model for the process of writing
* provide a variety of differentiated frameworks to assist pupils in their writing
* help pupils to plan, draft and evaluate their writing where appropriate
* set writing tasks which have clear and immediate purposes
* draw attention to the purpose and audience of each piece of writing

teach pupils to structure their writing using sentences, paragraphs, and headings as appropriate

* display pupils writing attractively

**Handwriting, spelling and presentation The school** will expect departments to:

* expect high standards of presentation where appropriate
* expect pupils to date, title and underline all their work



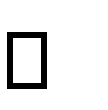
provide dictionaries, glossaries and lists of appropriate subject vocabulary, and encourage pupils to use them display keywords in classrooms

* help pupils to use a range of strategies to learn spellings

#### Assessment

The school will aim to:

give priority to content, ideas and meaning when responding to pupils' writing

* respond constructively to pupils' writing
* refer to pupils' use of writing in assessments and reports
* use the assessment of pupils' writing to plan future work set and review targets 
* **Monitoring and Review**

Subject leader

The literacy teacher at satellite farm schools runs the Literacy program under the guidance of the subject leader at the Roaches School and is jointly responsible for improving the standards of teaching and learning in Literacy through monitoring and evaluating:

* Pupil progress
* The quality of the learning environment
* The deployment and provision of support staff
* Policy development
* Purchasing and organising resources
* Keeping up to date with recent Literacy teaching and learning developments

#### Equal opportunities

All pupils are provided with equal access to the Literacy curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or background.

#### Inclusion

We aim to provide for all pupils so that they achieve as highly as they can in Literacy according to their individual abilities. We identify pupils that are under-achieving and take steps to improve their attainment. Higher ability pupils are identified and suitable learning challenges provided.

This policy was agreed and adopted in December 2013. Latest review period March 2020