



# Literacy

## *Literacy Mission Statement*

*All members of Edgbarrow School are committed to creating a community that provides students with explicit opportunities to develop their literacy skills.*

**This whole school ethos and approach is further enhanced through close collaboration with our SEND department who deliver targeted literacy support for those learners with the most significant additional needs.**

## **Literacy Aims:**

- To adopt a whole school approach to literacy across the curriculum.
- To encourage staff to take responsibility for the development of literacy in their subject areas through the inclusion of appropriate schemes of learning, lesson practice and assessment for learning.
- To develop procedures for monitoring literacy across the curriculum.
- To build on literacy skills taught at Key Stage 2.

## **Reading Aims:**

- To improve whole school awareness of the impact of reading skills: decoding, fluency and comprehension.
- To encourage staff to implement purposeful reading into the curriculum.
- To monitor reading ages and the progression of reading ages of focus groups more carefully.
- To ensure the curriculum gives a high priority to reading for pleasure.

## **Writing Aims:**

- To ensure that students are equipped with strategies to plan and construct their written responses across all subject areas.
- To encourage staff to correct errors in spelling, punctuation and grammar in line with the school's assessment and marking policy.
- To ensure that students are equipped with strategies to reflect on and redraft their writing.



## Strategies:

### Reading

1. Across the whole curriculum, teachers will provide activities for students to:
  - read and follow written instructions.
  - read to explore and to develop understanding.
  - learn how to decode from the text.
  - learn how to access their textbook, including format and index.
  - learn how to select from written material, reformulate, question and challenge what they read in textbooks, encyclopaedias, and newspapers or from ICT sources.
2. Teachers will provide reading material of high quality, which is relevant and balanced in its presentation of ethnicity, culture, gender and appropriate for age and ability of the students.
3. Opportunities should be created for teachers to refer to students' use of reading in assessments and reports for all curriculum areas.
4. Independent reading will be routine in form time and lessons.

### Writing

1. Across the curriculum, teachers will provide activities for students to:
  - use writing to plan and organise.
  - plan, draft, discuss and reflect on their writing, using ICT where appropriate.
  - write for a range of purposes and audiences.
  - make notes in a variety of formats, e.g. brainstorming.
2. Teachers will set writing tasks that have clear and immediate purposes, are objective-driven and which are appropriate for the age and ability of the students concerned.
3. Teachers will teach students how to structure their writing using a variety of sentence structures, paragraphs and a wide range of punctuation, including higher-order punctuation e.g. semi-colons, colons and brackets.
4. Where students are asked to write in a particular genre, e.g. a newspaper report, teachers will ensure that students are familiar with the appropriate style and conventions.
5. Teachers will correct errors in grammar, punctuation and spelling in line with the school's assessment and marking policy.