

The Macclesfield Academy

LITERACY ACROSS THE CURRICULUM

Whole School Procedure

A recent European Union report spoke of a 'literacy crisis that affects every country in Europe':

If smart growth is about knowledge and innovation, investment in literacy skills is a prerequisite for achieving such growth... Our world is dominated by the written word, both online and in print. This means we can only contribute and participate actively if we can read and write sufficiently well. But, each year, hundreds of thousands of children start their secondary school two years behind in reading; some leave even further behind their peers... Literacy is about people's ability to function in society as private individuals, active citizens, employees or parents... Literacy is about people's self-esteem, their interaction with others, their health and employability. Ultimately, literacy is about whether a society is fit for the future.¹

Improving literacy in secondary schools: a shared responsibility (2013),
www.ofsted.gov.uk/resources/120363.

Rationale

The development of effective literacy, including speaking, listening, reading and writing, is fundamental to the achievement of a rich and fulfilling life. These skills are used every day in order to communicate with, and make sense of, the world around us.

At The Macclesfield Academy we recognise that delivering effective literacy across the curriculum will impact on a child's self-esteem, motivation and ability to work independently; working independently is empowering to a child. In addition, we understand that central to improving literacy skills is the opportunity to practise them. The curriculum at The Macclesfield Academy is underpinned by developing students'

¹ Final report of the EU High Level Group of experts on literacy, 2012;
ec.europa.eu/education/literacy/resources/final-report/index_en.htm.

abilities to speak, listen, read and write for a wide range of purposes, including using language to learn, communicate, think, explore and organise. Helping students to express themselves clearly, through development of vocabulary, both orally and in writing, enhances and enriches teaching and learning in all subjects and prepares the student for life after school.

There can be no more important subject than English in the school curriculum. English is a pre-eminent world language, it is at the heart of our culture and it is the language medium in which most of our pupils think and communicate. Literacy skills are also crucial to pupils' learning in other subjects across the curriculum.

Moving English forward: action to raise standards in English March 2012, No. 110118

Key requirements of the implementation of each strand of literacy

Reading - we believe that reading, and particularly reading for pleasure, has a direct impact on cognitive and social communicative development. Our aim is to develop each student's potential to the point where they are reading at, or above, their chronological age. We will enable this development through a program of assessment and intervention based on data analysis. Baseline data in term 1 will inform intervention and planning with progress and development mapped against two further assessment points throughout the year, alongside monitoring and evaluation procedures.

We believe that reading helps pupils to learn from sources beyond their immediate experience and inspires them to acquire knowledge.

We will:

- Create an environment where reading is promoted across the school
- Provide time in school every week for all students to read
- Support reading through a range of varied and appropriately differentiated reading resources
- Promote and support reading in non-school hours
- Implement an assessment process in order to identify weakness and strength, which in turn will be used to inform planning and intervention.

Writing - writing helps pupils to sustain and order thought.

We will:

- Provide students with a range of challenging writing tasks.
- Provide students with real audiences and creative writing outlets where possible
- Support writing with frames or scaffolds where appropriate, and use modelling, within subjects
- Ensure grammar, spelling and handwriting are supported in all subjects
- Promote and support writing in non-school hours.

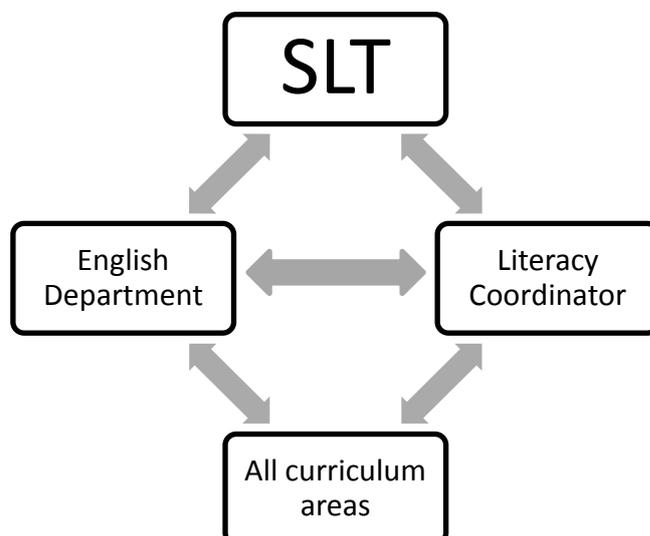
Speaking and Listening - language helps pupils to prepare, reflect, revise and evaluate the tasks they undertake, and on the things others have said, written or done.

We will:

- Raise awareness of the importance of speaking and listening across the school
- Encourage a more systematic approach to the use of speaking and listening tasks in all subjects
- Support all departments and subjects in embedding speaking and listening within their area.

Promoting Literacy at The Macclesfield Academy

At The Macclesfield Academy literacy is driven by the Literacy Co-ordinator in conjunction with the English department and SLT. However, it is the collective responsibility of all staff in all curriculum areas to ensure that literacy is constantly addressed in order to improve standards and raise levels of attainment.



Responsibilities

SLT will:

- Give a high profile to the school's vision for literacy
- Liaise with the Literacy Coordinator and all members of the governing body when monitoring impact.

The Literacy Coordinator will:

- Work with SLT to audit current provision, determine priorities and plan strategy
- Establish communication and liaison between curriculum areas and opportunities to develop and share good practice through production of a staff literacy toolkit
- Produce/source whole school Literacy display material for use in all departments
- Establish communication and liaison between the school and stakeholders, e.g. parents/guardians, governors and outside agencies
- Monitor and evaluate the effectiveness of Literacy work across the school with SLT
- Facilitate and lead Literacy CPD
- Regularly monitor students' progress in literacy and the impact of literacy interventions and review provision accordingly
- Manage the Learning Resource Centre including the selection and acquiring of suitable reading material.

Teachers across all subject areas will:

- Adopt a consistent approach to teaching literacy skills in lessons
- Be familiar with and implement a range of strategies aimed at equipping students with the necessary literacy skills needed to succeed
- Indicate in schemes of work where Literacy skills are explicitly taught
- Create visual displays that support Literacy such as key words and subject specific vocabulary
- Model high standards of presentation i.e. all work to be presented with date and title
- Model all pieces of writing and use writing frames etc. to aid extended writing for those who need them
- Promote punctuation, spelling and grammar within any writing task

- Insist on the use of full sentences within writing tasks
- Take opportunities for peer literacy marking, using the literacy mark scheme
- Mark for literacy following the Academy's literacy marking policy and using the literacy marking symbols – see *appendix 1*
- Know students' reading ages and provide suitable reading material – see *appendix 2*
- Provide opportunities for reading as a class, in groups and individually
- Encourage reading aloud if appropriate to task
- Encourage further reading around the subject
- Set reading and research tasks as part of class work and/or homework focused on books/newspapers/online articles etc.
- Promote skimming and scanning skills in lessons

Form tutors will:

- Follow the Academy's routine for form time reading
- Know the reading ages of students and check they have suitable reading material where possible – see *appendix 2*
- Know those in their form receiving or delivering literacy interventions
- Support the Literacy Coordinator in ensuring Literacy interventions are taking place

Teachers of English will:

- Provide support to other departments as appropriate
- Make pupils aware that literacy skills are transferable to other subjects
- Follow a standardised approach to delivering Literacy i.e. fortnightly SPaG lesson, 15 minute silent reading and the use of the Literacy toolkit
- Celebrate Literacy through official and unofficial events i.e. National Poetry Day and competition
- Trial new Literacy strategies
- Take every opportunity to promote the enjoyment of reading.

Learning Support Staff will:

- Learning support staff will provide additional scaffolding for students with identified literacy weaknesses
- Deliver Literacy interventions advised by the Literacy Coordinator.

Students will:

- Select appropriate reading material for their reading age
- Students will take increasing responsibility for recognising their own literacy needs

SLT and the Literacy Coordinator will monitor progress regularly and report this information to staff, parents, pupils and governors. The following methods will be used:

- Work sampling
- Observations and learning walks during lesson and form time
- Pupil voice
- Scrutiny of subject RAPs and departmental planning
- Data analysis

Key findings from Ofsted:

The most successful schools emphasised that there was no 'eureka' moment, that is to say, specific or unusual practice. Rather, they made what one school described as 'painstaking adjustments' to what they did when their monitoring provided evidence of weaknesses and they stuck with what worked.

In the secondary schools where teachers in all subject departments had received training in teaching literacy and where staff had included an objective for literacy in all the lessons, senior managers noted an improvement in outcomes across all subjects, as well as in English.

*Improving literacy in secondary schools: a shared responsibility (2013),
www.ofsted.gov.uk/resources/120363.*

Appendix 1

LITERACY MARKING CODES	
Sp	Spelling mistake
P or punc	Punctuation mistake or punctuation is missing
Cap	A capital letter is missing
//	Paragraph. You need to start a new paragraph here
λ	A word is missing
-----	The underlined part is confusing
Gr	Grammar mistake
V/Vocab	Choose a more sophisticated word

Appendix 2

Reading Age	Track Colour
8-11	
11.1 -12	
12.1 - 14	
14.1 - 15	
15 +	