

STOKE NEWINGTON SCHOOL

Language and Literacy Policy

Aims and Principles

At Stoke Newington School we believe that for students to live happy and productive adult lives, it is important that they are equipped to:

- Express themselves clearly in speech and communicate in a wide range of contexts
- Listen astutely to others in a wide range of contexts
- Read for both meaning and pleasure to a sophisticated level
- Write clearly and effectively across a range of forms

We believe that it is the duty of all the adults in school to work towards this.

Across the curriculum, teaching and learning should reflect this emphasis on individual progression in the areas of reading, writing, speaking and listening. This will be evident in schemes of work, assessment of students' work and monitoring and evaluation systems such as book checks, lesson observations and learning walks.

In order to equip staff do this, the school will provide opportunities for staff to develop their expertise in developing students' literacy skills, through INSET, access to relevant resources and collaboration between colleagues, including coaching, peer observation and shared planning.

Stoke Newington School serves a diverse community where many languages and varieties of English are spoken. Staff and students should be taught to understand and respect these differences and to recognise that some students will need more tailored teaching and support for them to develop the necessary language skills. Speaker of English as an additional language are best supported through inclusion in well-planned whole class teaching that exposes them to a range of high quality spoken and written English.

Standard English is, however, the form of English in which students will be expected to sit formal exams and to function in the majority of professions and so it is crucial that they are equipped to use this as appropriate. Teachers should be modelling, in talk and writing, clear and appropriately formal forms of English.

Research clearly shows that reading for pleasure underpins educational attainment across the board, and so we aim to provide opportunities for students to develop this through: an engaging and appropriately resources library; time within the school day to read; events throughout the year to promote reading, such as author visits.

Resources

Within school we have a range of resources and expertise to support teachers:

- The CEAL team can support students who are new arrivals to the country or at an early stage of learning English. They can also offer advice and support on how teachers can deliver this within their lessons, both for those students and students who may be at an advanced but still not entirely fluent stage.
- The SEN team are well placed to offer advice on how to create an inclusive learning environment, particularly for those working below national expectation.
- The Literacy Leader can offer individual and departmental support on all aspects of literacy.

Responsibilities

Governors will:

- Ensure the policy meets school aims
- Monitor effectiveness via reading age and other evaluations from the literacy leader

The Leadership Team will:

- Ensure departments have strategies to develop students' literacy skills in planning and teaching.
- Ensure effective identification of and intervention for students with low literacy levels.
- Ensure teachers are following agreed language, literacy and marking practices.
- Ensure appropriate resources are allocated to allow for staff development in this area.

The Literacy Leader will:

- Work with the Head of English, KS3 English Leader, SENCO and EAL teacher to ensure that students are appropriately identified for additional support and that this support is effective.
- Support staff development through providing INSET, dissemination of relevant materials and resources and collaborating with departments across the curriculum to develop resources and share expertise and good practice.
- Developing language, literacy and marking practices in consultation with teachers and heads of departments.
- Engage parents in attempts to raise literacy standards by organising meetings and events to promote awareness and knowledge of how to support children's language development.

The Library will:

- Encourage reading for pleasure, through display, book promotions, visiting authors and collaboration with departments across the curriculum.
- Support teachers and departments in planning effective research and reading lessons and in using the library.
- Publicise initiatives around reading within the school and to parents.

Faculties and Heads of Faculties will:

- Ensure schemes of work are written and developed to take account of the need to support and provide opportunities for progression in reading, writing speaking and listening.
- Ensure that there is consistency of good practice in the teaching of literacy across the department and provide opportunities for INSET and development as needed, drawing on the expertise of other where needed.
- Ensure students have access to a wide and suitable range of texts for encouraging the development of critical reading skills as well as reading for information.
- Ensure that students are explicitly taught the conventions of how to write in subject specific genres, and for specific purposes and audiences. Assessment of written work should provide feedback on the quality of written work where appropriate.
- Ensure teachers are following agreed language, literacy and marking practices.
- Consider and implement strategies for teaching subject related vocabulary, including keywords and examination specific language.
- Liaise with the school librarian to ensure that there is an appropriate stock and also to develop further opportunities where possible.

Inclusion and CEAL Faculties will:

- Provide effective support for students with low literacy levels through withdrawal groups and the implementation of reading programmes, one to one support, in class support of identified individuals.
- Work with departments to develop differentiated materials and schemes of work, share good practice and expertise in ways to support literacy development with colleagues.
- Communicate with parents of SEN/EAL students about ways they can support their child's literacy development.

Teachers will:

- Plan lessons that meet the aims and objectives of the Literacy Policy.
- Follow agreed language, literacy and marking practices.

YCCs and Year teams will:

- Ensure that all students carry a book as part of their equipment.
- Ensure that reading in registration is implemented as a weekly routine.

- Encourage tutors to make use of book boxes and resources available in the Resource Centre to promote reading for pleasure.

Students will:

- Carry a reading book at all times.
- Present written work well and proofread for errors.
- Make use of the support systems in place and resources on offer to maximise their progress in reading, writing, speaking and listening.

This policy has been written in accordance with the National Curriculum for England and Wales published in 2013. This can be found on

Chair's Signature : _____ Date: _____

Print Name: _____

Previous review date - Autumn 2010

Language, Literacy and Learning Policy review date - Spring 2014

Next review date - Spring 2017