
Conyers School Literacy and Communication Policy

Review Assigned to: Conyers Quality of Education Committee

Origin: Louise Spellman, Headteacher RWCM Group

Introduction:

Rationale

To be literate is to gain a voice and to participate meaningfully and assertively in decisions which affect one's life. To be literate is to become self-assertive. Literacy enables people to read their own world and to write their own history. Literacy competency provides access to knowledge, both written and spoken. In a nutshell literacy and the ability to communicate effectively empowers.

Students should be taught in all subjects to express themselves correctly and appropriately and to read accurately and with understanding.

Policy:

Aims

All teachers are teachers of literacy and communication. At Conyers School we are committed to developing literacy skills in all our students in the belief that it will support their learning and raise standards across the curriculum because:

- Students need to be equipped with effective vocabulary, analytical skills, expression and organisational control to cope with the cognitive demands of subjects.
- Reading helps us to learn from sources beyond our immediate experience
- Writing helps us to sustain order and communicate thought
- Language helps us to reflect, revise and evaluate the things we do and on the things we have said, written or done
- Oracy proficiency encourages students to rehearse and develop their opinions and thinking skills, ensuring their readiness to communicate in the wider world
- Improving literacy and communication can have an impact on students' self-esteem, on motivation and behaviour.

Reading for pleasure broadens students' knowledge of the world around them, models effective writing and, ultimately, increases academic success in every subject.

Roles and responsibilities

The Executive Team will lead and give high profile to literacy across the school ensuring it is embedded in all aspects of school life.

All teachers and teaching assistants are teachers of communication and literacy. As well as teaching literacy and communication skills in their lessons explicitly, teachers of every subject will teach We Are Readers (Conyers' reading for pleasure programme).

The English Department will provide students with the knowledge skills and understanding they need to read, write, speak and listen effectively. Teachers across the curriculum will provide a consistent approach to students' development of language as speaking, listening, reading and writing are to varying degrees integral to all lessons.

hub of reading enjoyment, with book clubs across each key stage as well as frequent events to celebrate reading.

2. Writing

Students need the skills to cope with the demands of writing in all subjects. Students will be taught specific writing skills, develop their ability to write in different styles and also teach them to recognise the importance of audience. It is important to reinforce language skills through:

- making connections between students reading and writing so students have clear models for their writing,

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- using talk to develop and clarify ideas,
- identifying the main points that arise from a discussion,
- listening for a specific purpose,
- discussion and evaluation.

Including all students

Conyers' students are entitled to our highest expectations and support. Some will need additional support and some will need to be challenged.

1. Differentiation across all levels of ability

Strategies might include

- Varied questioning techniques
- Adjusting the demands of the task
- Use of additional support
- Use of group structures
- Resources which are clear accessible and meet the needs of all students
- Making objectives clear
- A variety of approaches
- Peer and self-evaluation

2. SEND

To support SEN students with their literacy and communication skills we will:

- use a range of teaching strategies to develop literacy skills across the curriculum,
- provide differentiated and scaffolded resources that allow students accessibility to all areas of literacy,
- provide opportunities for success in literacy to foster the success of all students

Where necessary, intervene with students outside of lessons to support their literacy proficiency

Implementation

1. Team support

The Executive team will provide support to all teams in implementing this policy and will offer a range of professional development opportunities.

This could include

- Observation in the training room

- Use of IRIS to demonstrate best practice
- Meetings with team and department leaders
- Work scrutiny
- Providing CPD including whole school and micro-courses
- Providing ideas and activities
- Sharing good practice and exemplifying students work
- Development of tutorial materials and approaches

2. The English Department

In addition to all the whole-school aspects of this policy, the English teachers at Conyers School have a leading role in providing pupils with the knowledge, skills and understanding they need to read, write, speak and listen effectively. The English department is well-placed to offer good advice and expertise.

The role of the English department includes:

- a key role in identifying literacy priorities, targets and objectives and the particular contribution they can make,
- providing evidence of good practice in teaching reading, writing, speaking and listening,
- providing skills lessons across Key Stage 3 with a focus improving literacy and reading levels,
- supporting the librarian in providing a range of extra-curricular activities to develop students' enthusiasm for reading.

3. Monitoring and Evaluation

The executive team will make use of all available data to assess the standards of literacy across the school. Possible method967 Td [(T)-1(.)4.2 (P)2 (os)-0 (a)1w.8 (ai)2.6 (l)2.(pr(k)-12.8(5442.8(54

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Summary