



Conyers School Literacy and Communication Policy

Date: September 2023

Policy Review Cycle: Every 3 Years

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 -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

All teachers must know the literacy barriers and strengths of students in their groups and adapt their teaching accordingly. Teachers must make thoughtful and effective provision for the varying levels of reading ability in their classes

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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,

- using the modelling process to make explicit to students how to write independently,

- being clear about audience and

using talk to develop and clarify ideas,
identifying the main points that arise from a discussion,
from a

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 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 methods might include

- Work scrutiny

- Deep Dives

- Outcomes

- Observation

- Link meetings

- Student voice

Summary

Across the school we will

1. Identify the strengths and weaknesses in work from across the school
2. Seek to identify progression in the main forms of reading, writing, and speaking and