Earlscliffe (Earlscliffe Ltd)

Policy: Literacy and EAL Policy
Member of SLT responsible: DH (Title not name)
Date of review: November 2023
Date of next review: November 2024 (November of following school year)

At Earlscliffe, we accept the fundamental principle that Literacy is the key to improving learning and raising standards; it enables pupils to gain access to the subjects studied in schools, to read for information and pleasure, and to communicate effectively. We recognise that with such an international community the need for English as an Additional Language is foundational to high quality teaching.
Poor levels of literacy impact negatively on what pupils can do and how they see themselves.
The teaching of literacy is not the responsibility of any department alone; all teachers share responsibility for the teaching of literacy across the curriculum and recognise their statutory responsibilities. Crucially, we believe that literate pupils will ultimately emerge as confident and articulate communicators, fully prepared to enter the adult world, whether to continue their academic studies or to enter the world of work.

LITERATE STUDENTS SHOULD BE ABLE TO:
- read and write with confidence, fluency and understanding
- use their skills in speaking and listening to explore, articulate and extend their understanding of texts
- understand the sound and spelling system and use this to read and spell accurately
- have an interest in words, their usage and meanings and an extensive vocabulary used appropriately for different purposes
- understand the conventions of different written text types and be able to use these conventions confidently as readers and writers
- plan, draft, revise and edit their own writing from notes to a finished form; produce texts for different audiences
- to be able to use tier 2 and tier 3 vocabulary to discuss and evaluate their reading and writing
- read and write with enjoyment and discrimination
- through reading and writing develop their powers of imagination, critical awareness and thinking
- be able to research independently and make notes from a variety of sources, including Internet
- use appropriate reading strategies to extract particular information, e.g. highlighting, scanning
- use talk to question, hypothesize, speculate, evaluate, solve problems and develop thinking about complex issues and ideas

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- be able to write cohesively in an increasingly sophisticated style, using varied punctuation, sentence structures, paragraphs and technical devices.

POLICY AIMS

1. To adopt a whole-school approach to literacy across the curriculum in keeping with the established principles and practices.
2. To enable all pupils to reach their potential in the key literacy skills of reading, writing, speaking and listening.
3. To support the development of literacy skills throughout the curriculum.
4. To raise staff awareness of key literacy strategies through working party discussions, INSET and the dissemination of good classroom practice.
5. To encourage staff to take responsibility for the development of literacy in their subject areas through the inclusion of appropriate schemes of work and lesson planning.
6. To support the development of literacy through the deployment of a range of resources in the school.
7. To identify specific roles and responsibilities within the school with regard to the development of literacy work.
8. To establish procedures for monitoring literacy across the curriculum.
9. To develop all teaching staff as teachers of literacy, under the guidance and direction of the Literacy / EAL coordinator.

STRATEGIES

Reading

1. Across the whole curriculum teachers will provide activities for pupils to:
   - read and follow written instructions
   - read to explore and to develop understanding
   - learn how to sift, select and take notes 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 and newspapers or from online sources.
2. Teachers will provide reading material of high quality, which is up to date, relevant and balanced in its presentation of ethnicity, culture and gender and appropriate for age and ability of the pupils.
3. Opportunities should be created for teachers to refer to pupils' use of reading in assessments and reports for all curriculum areas.

Writing

1. Across the curriculum teachers will provide activities for pupils to:
   - use writing to plan and organise
   - plan, draft, discuss and reflect on their writing, using ICT if 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 pupils concerned.

3. Teachers will teach pupils 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 pupils are asked to write in a particular genre, e.g. a newspaper report, teachers will ensure that pupils are familiar with the appropriate style and conventions.

5. We will aim to:
- provide good models of particular kinds of writing
- provide Frameworks where appropriate
- provide dictionaries and teach pupils how to use them
- display Key Words in the classroom using current appropriate wall displays
- teach subject specific vocabulary and spelling
- encourage high standards of presentation according to the school's policy

Speaking and Listening

Across the whole curriculum teachers will provide activities for pupils to:
- listen and carry out instructions
- explore and develop ideas with others, through their talk
- ask questions as well as answer them
- work collaboratively with others

ROLES AND RESPONSIBILITIES

All staff :
- should ensure that they are familiar with the specific literacy demands of their subject and ensure sufficient coverage of these skills in their lesson planning
- should create and utilise subject glossaries
- should be able to identify a pupil's literacy strengths and weaknesses and know how to build upon these in order to promote pupil progress
- should report on a student's standard of literacy at Parents' Evenings, as appropriate

Subject staff should:
- ensure that 'subject specific literacy' is clearly identified in schemes of work, and that there is obvious progression through the key stages
- seek to find opportunities to liaise with the English teaching staff to provide continuity
- monitor the work of the department with regard to the inclusion of subject specific literacy strategies in lesson planning
- encourage models of good practice e.g. modelling and close collaboration between colleagues in order to promote literacy developments

The English Department should:

- support departments in the implementation of the school's Literacy Policy
- advise the teaching staff and relevant Committees on literacy issues
- liaise with staff with regard to SEN pupils' attainment and progress
- mainstream teachers are regularly updated by EAL teachers on how best to deliver their subject to non native speakers

SEND subject staff should

- liaise with the English Department with regard to all pupils attaining below expectation
- communicate with all subject staff about those pupils who have literacy difficulties and give advice on what staff can do to help these pupils in their subject
- monitor pupils with literacy difficulties through IEPs and review meetings
- be familiar with the subject specifications, especially SPaG, objectives for ITY

The Deputy Head should

- provide appropriate resources to support the curriculum
- provide appropriate resources to support homework and other curriculum tasks
- support staff in teaching pupils how to research independently from a range of sources

EAL AIMS AND OBJECTIVES:

- To improve the speaking and listening, reading, writing and understanding of students for whom English is an additional language.
- To be proactive in addressing barriers that stand in the way of our EAL pupil's listening, speaking and learning.
- To gather accurate information about a student's backgrounds and educational experiences and share this with all members of staff.
- To use all resources possible to raise the attainment levels of the children for whom English is an additional language.
- To make maximum use of opportunities to model fluent use of English and provide opportunities for children to practise and extend their use of English.