

Tarbert Academy

3-18 Literacy Policy

Context

This policy is intended to support development of literacy across learning in Tarbert Academy from ages 3-18.

The increasingly complex demands made on young people in our information-rich society make it crucial for them to develop a broad range of literacy and communication skills. Learners need the confidence **to think and respond critically** and to use a full range of literacy skills in both predictable and unpredictable situations. Literacy skills help them do this and open the door to learning.

Building the Curriculum 3:

“A strong focus on literacy and numeracy is essential: all children and young people require these skills to gain access to learning and to succeed in life. Confidence and competence in literacy and numeracy provides the foundations for lifelong learning.”

“Progression in learning will depend on learners having adequate opportunities to use higher order learning activities and develop breadth of learning through practice and application across a range of contexts...”

AIMS

We aim to develop pupils' abilities within an integrated programme of Speaking & Listening, Reading & Writing. Learners will be given opportunities to interrelate the requirements of English within a broad and balanced approach to the teaching of English across the curriculum, with opportunities to consolidate and reinforce taught literacy skills.

In Tarbert Academy we strive for pupils appropriate to their age to be able to

- read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct.
- have an interest in books and read for enjoyment
- have an interest in words, their meanings; developing a growing vocabulary in spoken and written forms.
- understand a range of text* types and genres – be able to write in a variety of styles and forms appropriate to the situation.
- be developing the powers of imagination, inventiveness and critical awareness.
- have a suitable technical vocabulary to articulate their responses.
- Be aware of the concept of literacy and know when they are developing literacy skills.

*'Text' is defined in CfE Principles and Practice as follows:

Examples of texts
novels, short stories, plays, poems reference texts the spoken word charts, maps, graphs and timetables advertisements, promotional leaflets comics, newspapers and magazines CVs, letters and emails films, games and TV programmes labels, signs and posters recipes, manuals and instructions reports and reviews text messages, blogs and social networking sites web pages, catalogues and directories

DELIVERY

- A range of talking, listening, reading and writing activities take place across the school appropriate to age and stage.
- CfE outcomes in Language and Literacy will be met through language activities in Pre-5, language teaching in Primary and through the English Department in Secondary with contributions from all subject areas
- All teachers are teachers of literacy. They do this through the language and communication skills developed as pupils learn in their classrooms.

KEY ACTIONS

- Literacy skills are developed throughout 3-18 learning experiences. The term 'literacy' will be introduced to pupils from Primary 4 onwards.
- When learning outcomes are shared with learners, reference to literacy skills will be included where relevant.

THE LITERACY CO-ORDINATOR

The role of the Literacy Co-ordinator includes

- Conducting and updating audits of CfE outcomes in relation to provision 3-18
- Working with learners to make sure the term *literacy* is familiar - as are the skills covered within literacy
- Sharing the literacy outcomes and experiences with learners
- Monitoring the efficacy of literacy outcomes in learning intentions.
- Monitoring articulation of literacy skills in learning and teaching

- Ensuring Learning Co-ordinators discuss progress in literacy in meetings with pupils.

PRINCIPAL TEACHERS

In addition to expectations of all teachers (see below) the role of Principal Teacher includes

- Contribute to literacy audit by being familiar with experiences and outcomes and knowing which are covered in their dept/faculty
- Sharing in whole school planning to ensure coverage of all experiences and outcomes
- Planning opportunities to contribute to each learner's writing folio
- Monitoring the efficacy of literacy outcomes in learning intentions
- Monitoring articulation of literacy skills in learning and teaching

ALL TEACHERS

The role of all teachers includes

- Familiarity with CfE principles and practice and experiences and outcomes in literacy
- Reference to literacy (where relevant) in learning intentions and plenary
- Using a variety of texts in the planning and delivery of learning and teaching (see examples of texts above)
- Reference to literacy skills in the delivery of learning and teaching
- Planning opportunities for learners to develop their literacy skills
- Within literacy skills, planning opportunities for learners to develop presentation skills – learning to deliver presentations without reading from a script

LEARNING CO-ORDINATORS

The role of Learning Co-ordinators includes

- Meeting learners monthly and reviewing progress in literacy and leading pupils to discuss their literacy skills.

MONITORING AND EVALUATION

This will take place through:

- Classroom observations by peers, line managers and SLT
- Pupil interviews
- Records of appropriate audit and updates.
- Minutes of meetings between the literacy co-ordinator and learning co-ordinators pupils
- The maintenance agenda of the School Improvement Plan.

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