



Policy: Literacy across the Curriculum

Responsibility for Review: Senior Leadership Team

Literacy across the Curriculum

Statement of intent:

The Academy believes that all scholars need good Literacy skills in order to realise their academic potential and become functional communicators in the outside world. Literacy underpins the Academy Curriculum by developing scholars' abilities to speak, listen, read and write for a wide variety of purposes, using language to learn and communicate, to think, explore and organise. Helping scholars to express themselves clearly orally and in writing enhances and enriches teaching and learning in all subjects.

The aim is:

- to provide scholars with the skills to become competent and confident language users, therefore enabling them to experience greater academic and social success

Procedures:

- Speaking and Listening
Scholars across the Academy should be provided with the opportunity to utilise speaking and listening activities in order to enhance their access to the curriculum. This includes the opportunity to plan, discuss and evaluate their own speaking and listening, experience the benefits of group work and encounter a range of purposes and a variety of audiences through the activities that they undertake.
- Reading
Scholars will practise a variety of reading techniques with the purpose of developing active reading skills. These will include:-
 - skimming, scanning and text marking
 - reading for meaning and with precision
 - vocabulary building
 - distinguishing between fact, opinion and bias
 - interpreting points of view – evaluating and justifying their own responses to texts

All Departments should also regularly review the suitability of the texts they use. It is important that all scholars are able to access worksheets; font size, layout, sentence structure, use of relevant visual aids, clear differentiation between information and instructions all having a major impact on the way in which the text is received by the scholar.

- Writing
Scholars will be provided with the opportunity to write in a variety of forms for a range of audiences. In order to produce functional pieces of writing, scholars will be supported in the planning/drafting process, through the use of appropriate methods such as mind maps, scaffolding and writing frames in order to model the skills they require. Functionality requires the ability to write in standard formats using appropriate spelling, punctuation and grammar. Scholars should be supported in developing key skills through sensitive marking and in line with Department and AFL marking policies.