



Literacy Policy

Castleford Academy believes that a pupil's ability to use and apply language competently and confidently in a range of situations, is a vital instrument to learning. We also believe that every pupil, regardless of ability or circumstance, should achieve their full potential and be able, fluent readers and competent writers in a variety of contexts.

OBJECTIVES

- We strive to encourage a safe, purposeful learning environment in which:-
- Pupils feel comfortable and confident in using language to grow intellectually, emotionally and socially.
- The development of language skills for each child is different and this should be fully understood by all teachers and reflected in the structure of all academic/guidance work to promote effective learning.
- Resources are available to support language development, which are varied and accessible to all pupils.
- Pupils develop confidence, motivation and self-esteem
- Pupils' own expectations of achievement are raised, thus raising standards
- Pupils develop independent learning skills
- Pupils are equipped with the necessary literacy skills to progress further, either in education or working life.
- All staff recognise their role in and take responsibility for the development of pupils' communication skills
- A common literacy marking policy is used, to aid pupils' learning
- Pupils achieve their full potential

WHOLE SCHOOL RESPONSIBILITY FOR LANGUAGE DEVELOPMENT

Castleford Academy recognises that literacy skills are needed across the whole curriculum range and, as such, believes that all teaching staff across all curriculum areas should create an environment which provides contexts and conditions which encourage language development.

To achieve this, it is recognised that the core skills of Speaking and Listening, Reading and Writing are fundamental to the learning process of the pupil and every opportunity should be given to develop these language skills.

THE CORE SKILLS

Speaking and Listening

It is understood that language gives our thoughts form, sequence and coherence thus giving substance to our thoughts. Speech is the primary instrument of thought, and to articulate our ideas is essential to developing understanding. Therefore, we agree that we all have a responsibility to support our pupils developing the ability to:



- i) speak with confidence and clarity in a wide range of situations to a wide range of listeners
- ii) to express and develop ideas through talk
- iii) engage in discussion
- iv) respond appropriately to others, be they pupil or adult

Also, we agree that it is important that teacher's are aware of how they communicate to pupils through talk and we should ensure that our language is accessible to all learners.

Reading

It is also understood that reading helps to develop thinking through reflection and directly influences language development and independent learning. It is also understood that reading is the key to achieving excellence in literacy and that it underpins the whole learning process. Therefore, all staff have a responsibility to equip our pupils with the skills of literacy and should support our pupils in:

- i) Regarding reading as a source of pleasure and personal fulfilment.
- ii) Coping with the reading demands within each area of the curriculum.
- iii) Achieving a standard of reading competence which will enable all pupils to handle the literacy demands both within school and beyond
- iv) Fostering positive images of reading
- v) We should be committed to developing a wide range of reading materials which are accessible to all our pupils and we should provide the facilities and resources to support voluntary reading and independent study.

Writing

We share the view that writing is a more formal process of the use of language by which knowledge may be internalised and often its purpose is to communicate that knowledge to others. As teachers, we use a pupil's writing to formulate judgements relating to understanding and intellect so we need to be aware of what we are demanding of pupils within the writing process. Therefore, we agree that we all have a responsibility explicitly in:

- i) Making writing an effective learning activity and provide pupils with the opportunities to develop their writing skills in the contexts we create.
- ii) Supporting our pupils in experiencing a wide range of writing forms for a range of purposes and for a variety of audiences.
- iii) Supporting our pupils in improving the technical aspects of their writing in relation to vocabulary extension, grammar, punctuation and spelling.

Monitoring and review

Monitoring of the adherence to Literacy Policy, fulfilling our aims for each pupil and the quality of teaching in Literacy is the responsibility of the Literacy coordinator. The work of each subject leader also involves supporting colleagues in the teaching of Literacy, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. Furthermore, developments in Literacy Policy and its implementation within the whole school context is also an important part of each subject area's Literacy group member's role. The group is also a vital support tool in ensuring that all pupils strive to achieve their full potential.