



Re-founded 1555

Ripon Grammar School

Helping shape the future since 1555



LITERACY ACROSS THE CURRICULUM POLICY

Mission Statement

Ripon Grammar School is committed to raising the standards of literacy of all of its students, so that they develop the ability to use literacy skills effectively in all areas of the curriculum, and that they may achieve success in future education, employment and adult life.

Rationale

- Pupils can be influenced by the inconsistent standards of literacy in society in general and by the many examples of incorrect grammar found in the media.
- There is an increased reliance on electronic spell checkers, reducing the motivation to learn how to spell or to check for errors.
- There is frequent use of abbreviation in text messaging and fast inaccurate typing on social networking sites, where the emphasis is on quick communication.
- Examination mark schemes will now take account of accuracy of language.
- Excellent work is being undertaken by the English department and in the Library to encourage reading, but some York pupils are still reluctant to read.

Approach to Literacy at Ripon Grammar School

- Literacy is recognised as a whole school issue and all members of staff have the responsibility for promoting high standards of literacy and the correct use of English, whatever their specialist subject.
- Literacy is a vital tool to facilitate and support learning.
- Effective reading, writing, speaking and listening skills are essential to academic study, as well as in the world into which we are sending our pupils.
- As an institution which promotes academic excellence, we should strive to achieve the highest levels of literacy and encourage reading across a range of genres.
- If our pupils leave school with high levels of literacy, they will have greater job opportunities and are more likely to gain access to places in the most competitive universities.

Headmaster: Mr. Jonathan M. Webb, MA (Cantab).

Address: Clotherholme Road, Ripon, North Yorkshire HG4 2DG Telephone: (01765) 602647 Facsimile: (01765) 606388

Email: admin@ripongrammar.co.uk Website: www.ripongrammar.co.uk



Aims

In developing literacy across the curriculum, Ripon Grammar School aims to enable our pupils to:

- communicate effectively in both speech and writing
- become active and able readers who are engaged, enthused and motivated
- use grammatically correct sentences
- spell and punctuate accurately in order to communicate effectively in written English
- and recognise and use standard English where appropriate;

Roles and Responsibilities

- **Senior Managers:** lead and give a high profile to literacy.
- **English Department:** provide students with the knowledge, skills and understanding they need to read, write, speak and listen effectively.
- **Teachers across the curriculum:** contribute to students' development of language since speaking, listening, writing and reading are, to varying degrees, integral to all lessons.
- **Students:** take increasing responsibility for recognising their own literacy needs and making improvements as they progress through school.

The English Department

The English teachers at RGS have a leading role in providing students with the knowledge, skills and understanding they need to read, write, speak and listen effectively. This role includes:

- identifying literacy priorities, targets and objects;
- making literacy-related contributions to departmental & school development plans;
- supporting the SEN Department in identifying students who need literacy intervention to facilitate their progress across all aspects of learning.

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Inclusion Department

- Pupils will be tested soon after they enter the school from primary schools. This testing will provide a baseline in respect of reading and spelling ages and the quality of extended writing.
- Pupils with learning difficulties in literacy, and who require additional support, will be identified and supported in order to facilitate progress across all aspects of learning.
- Pupils will be re-tested towards the end of their first year at RGS to assess and monitor progress.
- Literacy support is available as needed throughout school.

Teachers across the curriculum

- All teachers will understand that they are teachers of literacy.
- Teachers to be aware of the specific language demands made upon students in their subject areas.
- Teachers to be aware of transition points between key stages and to recap requirements at each stage.
- Teachers should draw attention to pupils' spelling and grammar errors and guide them as to how they can make corrections.
- Teachers will encourage students to take ownership of and pride in their literacy standards.
- Pupils should be encouraged to use dictionaries to check spelling and a thesaurus to increase their range of vocabulary. Regular use of these tools in classrooms is very beneficial.
- Where appropriate, pupils should be given the opportunity to produce extended pieces of writing, and these should be assessed for appropriate structure, grammatical accuracy and content.
- Departments should provide lists of key words required for their subject and these should be displayed clearly in teaching rooms.
- Pupils should be urged to check and to proofread their work before it is submitted for marking.
- Pupils should be reminded that effective written communication requires legible handwriting. Carefully presented work should be advocated and praised.

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- Internal school examinations will include a mark for spelling, punctuation and grammar, representing 5% of the total mark.
- Reading activities to be set regularly in class and for homework with subsequent checks for comprehension. Pupils should be given the opportunity to discuss their reading, to analyse and react to the text, and to listen to the views of others in the class.
- The school is committed to the inclusion of a “reading week” in its schedule, and during this week all staff should set aside time in lessons for individual reading.
- Pupils will be reminded of the need to use appropriate English for the occasion, taking account of audience and purpose. They should be aware of when colloquial English is appropriate and when it is not.
- Speaking and listening skills are recognised as an important aspect of pupil literacy and, where appropriate and in context, teachers should correct pupils’ spoken English, as they may not be aware that they are using incorrect grammatical structures.
- Teachers will model good practice in their own spoken and written English.

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