



## Ripon Grammar School

### 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. Ripon Grammar School also aims to further encourage reading for pleasure and to build a reading school.

#### 1. Policy

- 1.1 Students 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.
- 1.2 There is an increased reliance on electronic spell checkers, reducing the motivation to learn how to spell or to check for errors.
- 1.3 There is frequent use of abbreviation in text messaging and fast inaccurate typing on social networking sites, where the emphasis is on quick communication.
- 1.4 Examination mark schemes will now take account of accuracy of language.
- 1.5 Excellent work is being undertaken by the English department and in the Library to encourage reading, but some students are still reluctant to read.
- 1.6 In developing literacy across the curriculum, Ripon Grammar School aims to enable our students 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
  - recognise and use standard English where appropriate

#### 2. Procedures

- 2.1 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.
- 2.2 Literacy is a vital tool to facilitate and support learning.
- 2.3 Effective reading, writing, speaking and listening skills are essential to academic study, as well as in the world into which we are sending our students.
- 2.4 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.
- 2.5 If our students 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.

### 3. Responsibilities

3.1 **Senior Managers** will lead and give a high profile to literacy, including within observation procedures and strategic developments.

3.2 **The English Department** at RGS has a leading role in providing students with the knowledge, skills and understanding they need to read, write, speak and listen effectively, including:

- identifying literacy priorities, targets and objects.
- making literacy-related contributions to departmental & school development plans.
- supporting the Inclusion Department in identifying students who need literacy intervention to facilitate their progress across all aspects of learning.
- supporting teaching staff in all subject departments to facilitate the delivery of literacy skills across the curriculum.

3.3 **Teachers across the curriculum** contribute to students' development of language since speaking, listening, writing and reading are, to varying degrees, integral to all lessons.

#### Teachers will:

- understand that they are all teachers of literacy.
- model good practice in their own spoken and written English.
- be aware of the specific language demands made upon students in their subject areas.
- be aware of transition points between key stages, including KS2-3 and to recap requirements at each stage.
- draw attention to students' spelling and grammar errors and guide them as to how they can make corrections.
- encourage students to take ownership of and pride in their literacy standards.
- provide lists of key words required for their subject and these should be displayed clearly in teaching rooms.
- encourage students 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, give students the opportunity to produce extended pieces of writing, and assess for appropriate structure, grammatical accuracy and content.
- provide lists of subject-specific key words (Tier 3 vocabulary) required for their subject, which should be displayed clearly in teaching rooms.
- provide lists of and the opportunity to learn Tier 2 vocabulary (high frequency words used by mature language users across several content areas, such as 'establish', 'verify', 'reasoned').
- urge students to check and to proofread their work before it is submitted for marking.
- remind students that effective written communication requires legible handwriting. Carefully presented work should be advocated and praised.
- make sure that internal school examinations include a mark for spelling, punctuation and grammar, representing 5% of the total mark.

- regularly set reading activities in class and for homework with subsequent checks for comprehension. Students 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.
- set aside time in lessons for individual reading during the school's regular Reading Weeks.
- remind students 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.
- where appropriate and in context, correct students' spoken English, as they may not be aware that they are using incorrect grammatical structures

3.4 **The Inclusion Department** will ensure that:

- students are 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.
- students with learning difficulties in literacy, and who require additional support, are identified and supported in order to facilitate progress across all aspects of learning.
- Students are re-tested towards the end of their first year at RGS to assess and monitor progress.
- Literacy support is available as needed throughout school.

3.5 **Students** will take increasing responsibility for recognising their own literacy needs and making improvements as they progress through school.

**S Dring**  
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