

INTERNATIONAL ACADEMIC SCHOOL



مدرسة الأكاديمية الدولية

LITERACY (ACROSS THE CURRICULUM) POLICY

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Introduction

Research shows that developing student's literacy results in enhancing their learning across the subjects of curriculum. To that end, all staff at International Academic School have a responsibility in cultivating effective literacy skills as a tool for learning throughout the school. We aim to enable our students to:

- Communicate precisely and 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 to communicate effectively in written English
- Recognize and use standard English

Aims

To improve literacy skills of all students, enabling them to access the curriculum in a more effective, engaging, and active manner.

- To raise standards across all subjects
- To raise staff awareness of literacy as a tool for high quality teaching and learning
- To establish and maintain high, consistent expectations across the curriculum
- To develop students' literacy skills; ensuring students are effective speakers and listeners, confident writers
- and can deploy a range of reading strategies
- To support students with weak literacy skills through specific intervention strategies
- To develop students' confidence and raise their self-esteem
- To prepare students for life in an increasingly communications led society by ensuring that independent literacy skills are taught, built, and applied

Whole School Approach

To ensure a whole school approach to the development of literacy skills all schemes of work, and most, but not all of lessons will include specific literacy objectives. These objectives will inform what is taught, how it is taught, what is learnt and how it is learnt. Literacy should also inform part of lesson plenaries when it is appropriate to the focus of the lesson.

We will use three main areas of literacy to support learning

Learning through talk / speaking and listening.

- Using talk to clarify and present ideas
- Active listening to understand
- Talking and thinking together-Talk, Pair Share

Talk is our means of communication in everyday life and is fundamental to the development of understanding. We will teach students to use language precisely and coherently. They should be able to listen to others and to respond and build on their ideas and views constructively. We will develop strategies to teach students how to participate orally in groups and in the whole class, including using talk to develop and clarify ideas; identifying the main points to arise from a discussion; listening for a specific purpose; discussion and evaluation.

Staff training needs will be met through the sharing of best practice and useful strategies such as the management of group talk and listening.

Reading and learning from text

- Developing research and study skills
- Reading for meaning
- Understanding how texts work

At International Academic School, we want our students to enjoy reading, to be able to use their reading to help them to learn and to become more confident and competent in reading. We aim to give students a level of literacy that will enable them to cope with the increasing demands of subjects in terms of specific skills, knowledge and understanding. This applies particularly in reading (including from the screen), as texts become more demanding. We will build on and share existing good practice. We will teach students strategies to help them to read with greater understanding; locate and use information; follow a process or argument; summarize; synthesize and adapt what they learn from their reading.

Learning through writing

- Using writing as a tool for thought
- Structuring and organizing writing
- Developing clear and appropriate expression

Many lessons include and depend on written communication. We want our students to develop increasing confidence and competence in writing so that they can write in a widening variety of forms for different purposes e.g. to interpret, evaluate, explain, analyze, and explore. It is

important that we provide for co-ordination across subjects to recognize and reinforce students' language skills, through:

- Making connections between students' reading and writing, so that students have clear models for their writing
- Using the modelling process to make explicit to students how to write
- Being clear about audience and purpose
- Providing opportunities for a range of writing including sustained writing

- Students write in subject specific ways, including the use of key subject vocabulary
- Students experience different ways of writing for different purposes and audience
- Students experience quality, tailored support when needed and become active, independent writers

Learning through Reading (To improve reading)

- Students experience active reading strategies that support their learning
- Students experience different ways of reading and for different purposes
- Opportunities are given to access reading materials which are appropriate in both purpose and challenge
- Students experience quality, tailored support when needed and become active, independent readers

Speaking & Listening (To improve speaking & listening)

- The task and purpose for listening is clear before hand
- Reflection is built into all learning opportunities
- Probing questions are asked
- Purposeful pair work/group work enhances learning
- Students and adults are expected to listen, respect, and acknowledge the views of others and respond appropriately
- Subject specific vocabulary is used
- Challenge, discussion, and debate are embraced as appropriate

Spelling, Punctuation and Grammar

To further improve communication skills:

- Key words are highlighted, explicitly referred to and planned into learning
- All staff are aware of the importance and application of spelling, punctuation, and grammar rules
- All staff have access to appropriate professional development
- Students are supported in developing their knowledge, understanding and application of high standards of spelling, punctuation, and grammar

The Learning Environment

We will provide:

- A classroom environment which is conducive to good literacy practice
- Displays of reading material relevant to the topic or national curriculum subject; each classroom promotes subject-specific vocabulary which students are encouraged to use regularly
- High quality reading material, which is up-to -date, relevant and balanced in its presentation of ethnicity, culture, and gender
- Access for students to the school library; access for students to a good quality range of texts during lessons; Dictionaries, glossaries and lists of appropriate subject vocabulary that are available during lessons, and which students are encouraged to use
- Access to appropriate audio and visual equipment / ICT

Lessons

Lessons within the school include reference to the skills or strategies to be used, taught, or reinforced:

- Making clear the intended purposes of reading within our curriculum e.g. describe, repeat, interpret, or analyze texts read
- Teaching and giving opportunities to practice skimming for overall meaning, scanning for key points, words or phrases, or close reading
- Teaching and giving opportunities to practice sifting and selecting information and taking notes from texts
- Teaching and enabling students to infer and deduce meanings, recognizing the writer's intentions
- Teaching and giving opportunities to research and investigate using printed words, moving images and ICT texts
- Teaching how to use quotations selectively to support points and link them to students' own comments

Monitoring and Evaluation

Monitoring the promotion of literacy across the curriculum is included in the school's strategic monitoring program for the Quality of Teaching, Learning and Assessment.

Approaches to monitoring include:

- The analysis and use of available data to assess the standards of students' literacy
- Sampling work – both students' work, departmental schemes, and teachers' planning
- Observation
- Discussion with students

Continuing Professional Development for Staff

- English subject teachers provide on-going advice, support, and training to non-specialists on aspects of literacy.
- Departments share good practice through discussion, peer observation and by exhibiting or exemplifying students' work.
- Individual and whole school CPD needs are identified through the strategic monitoring program. Individuals' requests and in Performance Appraisal Reviews.

Monitoring and Review

This policy has been discussed and agreed to by the International Academic School staff and leadership team for implementation.