



BRADFORD AP ACADEMY

Literacy Policy

Policy agreed by Staff on:	Spring 2020
Ratified by Local Advisory Board on:	Spring 2020
Review Date:	Spring 2023
Agreed Frequency of Review:	3 yearly
Allocated Group / Person to Review:	LAB can delegate to committee or individual member or HT
Signed by Chair:	
Signed by Headteacher:	
Notes:	



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Literacy Across the Curriculum

Literacy Policy

'Pupils should be taught in all subjects to express themselves correctly and appropriately and to read accurately and with understanding.'

QCA Use of Language Across the Curriculum

All teachers are teachers of literacy. As such, the staff of BAPAC are committed to developing literacy skills in all of our pupils, in the belief that it will support their learning and raise standards across the curriculum, because:

- pupils need vocabulary, expression and organisational control to cope with the cognitive demands of subjects;
- reading helps us to learn from sources beyond our immediate experience;
- writing helps us to sustain and order thought;
- language helps us to reflect, revise and evaluate the things we do, and on the things others have said, written or done;
- responding to higher order questions encourages the development of thinking skills and enquiry;
- Improving literacy and learning can have an impact on pupils' self-esteem, on motivation and behaviour. It allows them to learn independently. It is empowering.

Speaking and Listening

Talk is our main means of communication in everyday life and is fundamental to the development of understanding.

We want our students to develop increasing confidence and competence in speaking and listening so that they are able to:

- clarify and express their ideas and explain their thinking;
- adapt their speech to a widening range of circumstances including paired and group discussions and speaking to a larger audience;
- use varied and specialised vocabulary;
- speak for a range of purposes e.g. to narrate, to analyse, to explain, to reflect and evaluate;
- Listen with understanding and respond sensitively and appropriately.

Reading

We want our students to enjoy reading, to be able to use their reading to help them learn and to develop increasing confidence and competence in reading so that they are able to:

- read fluently, accurately and with understanding;
- become independent and critical readers and make informed and appropriate choices;
- select information from a wide range of texts and sources including print, media and ICT and to evaluate those sources;
- Apply techniques such as skimming, scanning, and text-marking effectively in order to research and appraise texts.

Writing

Many lessons include and depend on written communication. We want our students to develop increasing confidence and competence in writing so that they are able to:

- write in a widening variety of forms for different purposes e.g. to interpret, evaluate, explain, analyse and explore;
- develop ideas and communicate meaning to a reader using wide-ranging and technical vocabulary and an effective style, organising and structuring sentences grammatically and whole texts coherently;
- Present their writing clearly using accurate punctuation, correct spelling and legible handwriting.

Implementation

- In our teaching we should provide planned opportunities across the curriculum for students to engage in purposeful talk, both formally and informally.
- We should take opportunities to demonstrate pleasure in reading.
- We should make opportunities both in lessons and in tutorial times for students and teachers to share their reading experiences.
- We should draw attention to the purpose and intended readers of each piece of writing.
- Whilst the audience for students' writing is often teacher and peer group, students should be encouraged to write for a range of intended readers.
- Students to use a range of strategies to learn spellings, punctuation and grammar.

If any adult would like to develop their reading skills they can gain information about reading and improving their skills on <http://readeasy.org.uk/>