



# THE ROYAL BALLET SCHOOL

## Literacy Policy

This policy is informed by the following documents: the DFES Literacy and Learning; Assessing Pupils' Progress (2008)

DFES: Literacy and Learning initiative states

- 1. It is important to link literacy and learning because good literacy skills contribute to learning, whereas poor literacy skills are a barrier to learning.*
- 2. Literacy skills need to be taught systematically and consistently.*
- 3. Pupils should be given regular opportunities to consolidate their literacy skills by using them purposefully in order to learn.*
- 4. All teachers in a school must share the responsibility for developing literacy and learning 'hand in hand.'*

### **Our Whole School Aims:**

- To recognise that all teachers are facilitators of literacy in their subject.
- To recognise that literacy skills underpin subject specific skills and knowledge
- To raise literacy attainment at all levels of ability
- To ensure that all pupils have the opportunity to become effective readers, writers and communicators.

### **Objectives**

- To raise potential of every student
- To capitalise on the best practices of KS2 Literacy Framework with which most pupils will be familiar.
- To assess their literacy attainments more effectively
- To involve all staff in the assessment and delivery of literacy
- To devise whole school strategies for literacy development.

### **Monitoring and evaluation**

- Direction from senior management on cross-curricular literacy objectives written into subject documents
- Head of English to inform and implement literacy initiatives.
- A curriculum committee, to include the Head of English, to offer recommendations and to disseminate information across departments.

### **Implementation**

- In the responsibility of every subject teacher to recognise links between Literacy and Learning through: ***Speaking and Listening; Reading and Writing.***

### **Awareness of need for further specific action**

- Departments refer concerns of a specific literacy issue or issues in the first instance to the SENCO.



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### Key Literacy Objectives for Departments

**Speaking and Listening:** All departments use talk

- for a range of purposes and audience
- for questions and answers
- To explore and evaluate
- To plan, discuss, and problem solve.

**Writing:** All departments use writing:

- In a variety of forms and purposes for different audiences.
- For teaching how to plan, draft and edit

**Reading:** All departments use reading:

- For information gathering from books including school library, internet and other ICT forms
- To develop an interest in reading around the subject matter for enjoyment and enhancement of learning.
- To extend learning strategies and retrieval skills

### Action and Best Practice.

All departments may improve literacy skills of all pupils in ***speaking and listening***

- By encouraging talk as valuable learning tool
- By making full use of talk in role-play, group and pair work; debate, drama if appropriate
- Identifying differences between Standard and Non-Standard English
- By using ICT, such as Power Point Presentations, as opportunities for focused talk.

All departments may improve literacy skills of all pupils in ***reading***:

- **By using a wide range of written, electronic or other documents in the subject**
- By presenting reading at appropriate levels to ability and context
- By guiding pupils through wider reading and teaching research and retrieval skills in the subject area and beyond
- By teaching pupils how to skim read **and to recognise recurring subject-specific vocabulary.**
- By hearing pupils read from their texts aloud to assess readability and to identify pupils with reading difficulties.
- By recognising the appropriate readability of texts and worksheets regarding vocabulary and also layout, spacing and colour – pastel is better for dyslexic pupils.

All departments may improve literacy skills of all pupils in ***writing***

- By modelling writing for given tasks and by defining the relevant style for the task
- By recognising the need for accuracy in ICT work undertaken
- By compiling a folder of exemplar material



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- By giving clear details of length, style, form and tone when setting written work
- By displaying useful words and phrases, including subject specific vocabulary, in the classroom and teaching and testing the spellings of these words.
- By encouraging presentation skills including handwriting and accurate spelling
- By making the most of frequent, accurate, displays of pupils' work.

SG  
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*This document will be revised in line with changes in best practice and legislation. These changes will be notified to all concerned. Questions or comments should be directed to the appropriate member of the Senior Management Team.*