



The
COUNTY
HIGH SCHOOL
Leftwich

Achieving Excellence

Document Control Sheet

Document Type	Policy
Document Name	Literacy
Originator	Sarah Thornton
Approved by	Quality of Education
Review interval	Bi-annual
Date of last review	1 st November 2022
Date of next review	Autumn Term 2024
This document is part of the group which include	Additional & Special Educational Needs, Learning and Sex Education Policies. Also part of the group which include Education for Life and Information, Advice & Guidance Policies.
Equality Act 2010 fully considered	Yes
EIA Form Completed	Yes

The County High School Leftwich
Granville Road, Northwich, Cheshire, CW9 8EZ
Telephone: 01606 333300

Literacy

1. Principle:

- 1.1. At The County High School, Leftwich, we recognise that language is the prime medium through which students learn and literacy underpins the school curriculum by developing students' abilities to speak, listen, read and write for a wide range of purposes, using language to learn and communicate, to think, explore and organise. Helping students to communicate effectively enhances and enriches teaching and learning in all subject areas.
- 1.2. When evaluating student progress data both nationally and our own, it is evident that strong literacy skills are a determining factor in GCSE success rates. Literacy skills are rightly identified as crucial to students' learning in all subjects across the curriculum. Consequently, improving literacy standards is a priority for this Academy in order to provide the best possible opportunities for students to leave school with literacy skills which will enable them to enter into further education, training and employment.
- 1.3. These views are underpinned by the Education Endowment Foundation, *Improving Literacy in the Secondary School (2018)* which states: 'Young people who leave school without good literacy skills are held back at every stage of life. Their outcomes are poorer on almost every measure, from health and wellbeing, to employment and finance... literacy is key to academic success across the curriculum, and is more important than ever as curriculum reforms place new demands on students'. Furthermore, the Teachers' Standards (DFE V1.0 0711), DfE, 2011 make it plain that all teachers should: 'demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject' (Part 1, point 3).

2. Purposes:

- 2.1. To support and challenge all students in both key stages by improving literacy skills to provide greater access to the curriculum and learning. Therefore:
 - 2.1.1. Attainment in literacy (reading, writing and communication) will be raised allowing students to fully access the curriculum.
 - 2.1.2. Students will leave school with literacy skills which will enable them to enter into further education, training and employment.

3. Practices:

- 3.1. Accordingly the school will:
 - 3.1.1. Facilitate students' opportunities to read widely and often, promoting a culture of reading to enhance pupils' cultural capital, vocabulary and enjoyment of reading through Tutor Time Reading, the Accelerated Reader and STAR Reading program.
 - 3.1.2. Encourage students to develop a word-rich vocabulary through the Tutor Time Literacy Challenges.
 - 3.1.3. Ensure that teaching of disciplinary and academic vocabulary is highly effective, cohesively planned and implemented across the curriculum.