



## Language for Learning Policy

### Introduction

We take a whole school approach to Literacy at Upper Wharfedale School. "Language across the curriculum" is about recognising the importance of reading, writing, speaking and listening in all subjects, and it is about making subject teaching and learning more effective. The explicit teaching of reading, writing and communication must be built into our everyday teaching.

### Language and Learning

Across the curriculum, students learn by acquiring language, and they learn by using, experimenting with and developing language – through writing and importantly, through talk. Teaching and learning in all subjects are mediated through language. To learn in any subject is to learn the language of that subject; to teach any subject is to teach the language of that subject. **All teachers are therefore teachers of language.**

### What is Literacy?

To be literate is being able to read, decode and interpret the messages and ideas in texts and in language. It also means being able to use language to communicate (persuade, explain, etc) and being able to use and understand spoken as well as written forms.

### Link to Government Policy

#### Teachers' Standards

"Promote high standards of literacy.....whatever the teacher's specialist subject

#### Ofsted

"Inspectors will judge how well pupils develop/teaching enables a range of skills, including reading.....and how well they apply these across the curriculum"

"All teachers should have a better understanding of the role literacy plays in their subject....and....[this will] enable them to understand how improved reading, writing

and speaking and listening skills would help them make more progress in their own subject”

## **Roles and Responsibilities**

### **Speaking and Listening**

Across the curriculum, students use talk to express and to explore ideas. Talking is one of the most powerful ways in which students learn. Strategies should include structured group work, thinking skills and higher order questioning skills to teach students how to participate orally in small groups and as part of the whole class. Using talk to develop and clarify ideas and listening for a specific purpose are key skills in this area.

All staff have a responsibility to help students to become confident, skilled speakers and listeners.

All Curriculum Leaders have a responsibility for ensuring that strategies for developing students’ speaking and listening are discussed and reviewed, and are incorporated into the planning of lessons and units of work.

### **Questioning**

At the heart of teaching and learning, questioning is one of the main ways in which teachers and Learning Support Assistants elicit language from students.

All teachers and LSAs have a responsibility to develop effective questioning techniques.

All Curriculum Leaders have a responsibility for ensuring that strategies for excellent questioning are discussed, reviewed and shared.

### **Words and Meanings**

Across the curriculum, students need to read and communicate with words, including subject-specific vocabulary.

All staff have a responsibility for developing and securing students’ vocabulary.

### **Reading**

Across the curriculum, students encounter and read texts.

Teachers and LSAs have a responsibility to help students to become confident, skilled readers.

Curriculum Areas must regularly review the way in which reading materials are presented to students, including their readability.

### **Writing**

Across the curriculum, students have to write and produce their own texts. They learn through writing and they often demonstrate their learning through writing.

All teachers and Learning Support Assistants have a responsibility to help students become confident, skilled writers who can use writing to process and organise ideas and to communicate effectively.

### **Sentences and how they are punctuated**

Helping students to construct and to control more complex sentences helps them to work at a higher level and more control over their understanding as well as their expression.

All teachers and Learning Support Assistants have a responsibility to help students to become confident, skilled composers of sentences, and to be able to punctuate them appropriately.

### **Spelling**

Accurate spelling is important for the convincing presentation of ideas in any subject.

All teachers and Learning Support Assistants have a responsibility to help students to become confident, skilled spellers.

### **Marking for literacy**

All teachers have a responsibility to use marking to develop and to secure student's literacy. This includes attention to how students are using language and expressing ideas in subject-specific ways. It also includes attention to spelling, punctuation and sentence structure.

All Curriculum Leaders have a responsibility for ensuring that marking for literacy is discussed, in place and is consistent.

### **Handwriting and presenting work**

The clarity and impact of handwriting and presentation are important for communication in any subject and are also important for student's self-esteem. All teachers and Learning Support Assistants have a responsibility to help students to develop control and confidence in the way they present their work, including through handwriting.

### **Visual Literacy**

Across the curriculum, students encounter, read and communicate with visual images, as well as with speech and writing. Students' control over visual forms can be as important as their control of visual forms.

All teachers and Learning Support Assistants have a responsibility to help students become confident and skilled in their interpretation and control of visual forms.

### **Spiritual, moral, social and cultural development**

Literacy contributes to all these areas:

Students can offer critical responses to the moral questions they meet in their work.

Their understanding and appreciation of a range of texts brings them into contact with their own literary heritage and with texts from a diverse range of cultures.

The organisation of our lessons allows students to work together in groups using Kagan Strategies, and gives them the chance to discuss their ideas and results.