



# SIR THOMAS BOTELER

CHURCH OF ENGLAND HIGH SCHOOL

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 THE CHURCH  
OF ENGLAND  
Diocese of Liverpool Diocese of Chester

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# LANGUAGE AND LITERACY POLICY 2015

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HIGH EXPECTATIONS | HIGH ASPIRATIONS | HIGH STANDARDS | YOU WILL SUCCEED



A VOLUNTARY AIDED CHURCH OF ENGLAND SCHOOL SERVING THE DIOCESES OF CHESTER AND LIVERPOOL

## **Rationale**

By 'language' we mean speaking and listening. By 'literacy' we mean reading and writing. This policy sets out the school's approach to teaching the skills of talking, listening, reading and writing that students need to function effectively in all subjects. Literacy is a set of reading and writing skills; it is part of English but it is not a subject or a separate department responsibility. Along with having a good level of personal skills, our students need to be skilled in language and literacy to cope effectively with the demands of further education, employment and adult life.

It is the responsibility of all teachers at Sir Thomas Boteler Church of England High School to model and teach the skills of language and literacy effectively. In relation to literacy, Ofsted's position is as follows:

*'Improving standards of literacy must be a priority for all our schools, as it is instrumental in helping children in every subject. Many pupils are still emerging from school without the confidence and secure literacy skills they need to thrive as adults. The case to improve literacy across the whole curriculum is urgent'* Ofsted 2013

All teachers are expected to teach language and literacy skills in their lessons. In planning each lesson, teachers of all subjects must identify opportunities to promote language, reading and/or writing skills, according to students' needs. Formal lesson observations by department heads and senior staff will look for evidence of success in developing students' language and literacy skills.

Teaching pupils to read and write are the core aims of primary education, so that children can successfully access the curriculum in secondary schools. A minority of children enter Sir Thomas Boteler with low literacy skills, unable to benefit fully from what the school offers. Sir Thomas Boteler commits to work with its primary schools, use additional, government 'catch-up' funding, and to promote language and literacy across all subjects to ensure students gain fully from their secondary education.

## **What we expect of teachers**

For each lesson, teachers of all subjects must provide opportunities in either one or more of the speaking, listening, reading or writing skills listed below as part of their routine lesson planning. In each lesson, the language and/or literacy objectives must be made clear to students, just as the subject objective(s) is/are made explicit.

For formal lesson observations, the language and/or literacy objective(s) must be written into the formal lesson plan.

### **Generic objectives to promote speaking and listening skills:**

S&L1: Clear use of Standard English.

S&L2: Verbally respond to questions in full sentences.

S&L3: Listen and respond to others ideas, shaping meaning through suggestions, comments and questions.

S&L4: Vary vocabulary according to purpose, listeners and content.

S&L5: Use talk in a variety of situations. Paired, group or class talk.

**Generic objectives to promote reading skills:**

R1: Use a range of strategies, including skimming and scanning to read for meaning.

R2: Explore and understand key ideas in a text.

R3: Use evidence or key quotations from a text to support your ideas.

R4: Explain and comment on language, key events and ideas from a text.

R5: Identify and comment on writer's purpose.

**Generic objectives to promote writing skills:**

W1: Write at length in clear paragraphs that are sustained and logical.

W2: Vary sentence types for effect.

W3: Select appropriate vocabulary using a dictionary if necessary.

W4: Spelling and punctuation must be used accurately throughout a piece of writing.

W5: Proof read any written work for basic spelling, punctuation and grammatical errors.

**Assessment, Monitoring and Performance Management**

The literacy co-ordinator is responsible for the implementation of this policy.

Monitoring managers will look for evidence of the teaching of language and literacy skills when conducting lesson observations.

When marking students' written work, in addition to following the school's marking policy and focusing on the whole-school, generic aspects of literacy identified periodically for all students, teachers must ensure that their comments include, where appropriate, points to develop each student's writing skills, according to their learning needs.

Teachers' expertise in promoting the skills of language and literacy will be taken into account during performance appraisal. Where evidence from lesson observations and students' work scrutiny suggests that teachers are not promoting students' language and literacy skills effectively, then their future performance objectives will reflect the need to improve this aspect of their teaching. Appropriate professional development opportunities will be identified to support teachers in meeting their objectives.

The effectiveness and impact of this policy will be reviewed in September 2016.