



# Weston Favell School

## Literacy Across the Curriculum Policy

### RESPONSIBILITIES

**Governor Committee:** Curriculum  
**SLT:** Jenny Lucas  
**Revised:** January 2009

### APPROVED

**Curriculum Committee:** *January 2009*  
**Chair of Governors:** *Roger Webb*

### Background

The governors and staff of Weston Favell School are fully committed to the development and improvement of students' literacy skills and this is a key priority, which all areas of school life must endeavour to contribute to. To support this endeavour all students in Band Y of Years 7, 8 and 9 have a lesson of 'Literacy' on their formal timetable.

In most of the orders for National Curriculum subjects the following requirement is made: 'Students should be taught to express themselves clearly in speech and in writing and to develop their reading skills. They should be taught to use grammatically correct sentences and to spell and punctuate accurately, in order to communicate effectively in written English'.

OFSTED guidelines refer to 'judging pupils' competences in the skills of reading, writing, speaking and listening in *all* subject areas.

Clearly, a whole-school approach to language use, which recognises the primary importance of language in students' learning processes, is essential to giving all students full access to the curriculum and improving individual self-esteem and confidence.

### Purposes

1. To co-ordinate students' experience of the many language activities we engage in across our separate subject areas;
2. To ensure that core language skills are taught, so that students can derive the greatest benefit from the curriculum we offer across all subjects;
3. To provide resources of the right kind and quality to enable students to acquire and develop their language skills;
4. To recognise the importance of language in the processes of thinking, exploring, organising and communicating;
5. To encourage the development of students' confidence and self-expression.

### Guidelines

The policy is guided by national curriculum advice relating to developing three main areas: writing, reading and speaking & listening.

### Conclusion

The delivery of this policy is the responsibility of all staff. However the main emphasis will come from the English Department. Monitoring of the policy that identifies progress and successful strategies is achieved through departmental response and the scrutiny of students' work in terms of marking and correcting by departments. An informal steering group, comprising representatives from key departments ('literacy champions') and led by the Deputy Headteacher, will discuss and disseminate strategies which promote this policy.

### RELATED POLICIES

**SPORTS PLUS**  
A.R.R. policy  
Numeracy policy

### RELATED DOCUMENTS

Literacy Development Plan  
Literacy : Advice for Staff



