



# **Queen Elizabeth High School**

## **Literacy Across the Curriculum Policy**

**September 2024**

Next annual update: September 2025

***Literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life.***

(EEF, 2021)

Every teacher is a teacher of Literacy.

Queen Elizabeth High School is committed to improving students' standards of literacy with a consistent approach across all curriculum areas. Literacy refers to a person's ability to read, write and communicate successfully. Effective implementation of this 'Literacy Across the Curriculum' policy will develop the students' ability to:

- read confidently with comprehension thus access the curriculum
- write for a variety of audiences and purposes through collection of information, organisation of ideas and writing accuracy so they can demonstrate what they know across subject areas
- communicate effectively, across a range of contexts, demonstrating the ability to present information to clarify, persuade, hypothesise and negotiate

As a result, this should have an impact on students' motivation, self-esteem and ability to work independently. It is vital that students are allowed to become competent language users in order to lead successful and productive adult lives.

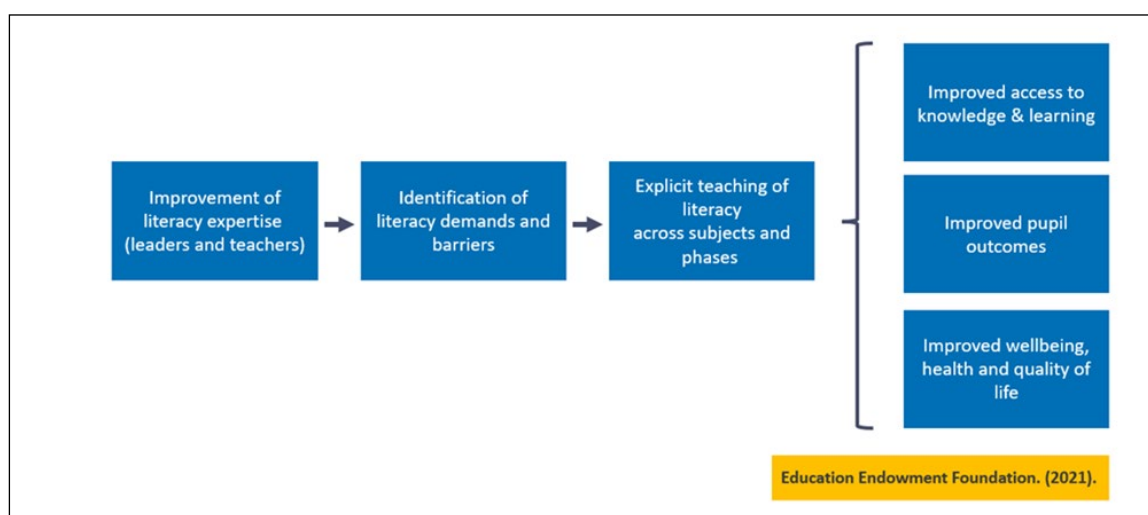


Figure 1– The importance of literacy

### Teachers' responsibilities

**It is essential that all teachers and subject areas take responsibility for student's literacy development.**

The following are derived from the Early Education Framework's recommendations for improving Literacy in Secondary Schools (2021). All teachers at QEHS should:

1. prioritise 'disciplinary literacy' across the curriculum and recognise that literacy skills development should be taught explicitly
2. provide targeted vocabulary instruction in every subject
3. develop students' ability to read complex subject-specific texts
4. break down complex writing tasks
5. combine writing instruction with reading in every subject
6. provide opportunities for structured talk
7. provide high quality written literacy interventions for struggling students

### Guidance for all teachers regardless of subject

#### General

- Involve students in the development of their literacy skills through meaningful marking and regular feedback.

- Make texts in all subjects accessible to all students using knowledge of students' reading capabilities.
- Where necessary and appropriate, offer students frameworks to support extended writing tasks.

### Vocabulary and Spelling:

Teachers in every subject should provide explicit vocabulary instruction to help students access and use academic language. Teachers should prioritise teaching Tier 2 and 3 vocabulary, which students are unlikely to encounter in everyday speech.

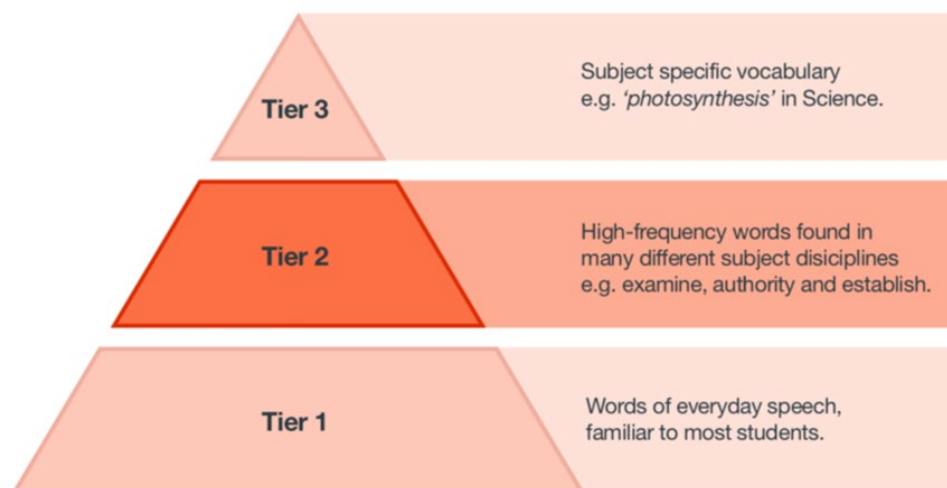


Figure 2 – The 3 tiers of vocabulary

- Identify and explicitly teach subject-specific vocabulary. Strategies used can include Frayer models (see Appendix 1).
- Use 'sp' to identify spelling errors in written work.
- Limit the number of spelling corrections to five per piece of work.
- Allow students time to copy out and correct mistakes (this may involve using a dictionary).
- Provide lists of subject-specific vocabulary on displays in classrooms and, where appropriate, in workbooks as a glossary.
- Where appropriate, highlight spelling strategies for unfamiliar words. This may involve using etymology (see Appendix 2).

### Reading

To comprehend complex texts, students need to actively engage with what they are reading and use their existing subject knowledge. The development of reading is further developed through our reading policy which sits alongside the LITAC policy with greater detail on how we develop reading skills.

In summary, staff should ensure they:

- Value reading as an enjoyable activity. Subjects should have recommended reading for students around the topics studied but also some suggestions for wider reading. As a guide, this should amount to two books per topic for each year group.
- Encourage students to read for information and understanding.
- Know students' reading ages and use this knowledge to determine support needed to enable weaker readers to access the curriculum.
- Elicit students' existing knowledge about a topic beforehand as this will determine the extent to which they can comprehend more complex texts.
- Display subject-specific vocabulary in classrooms.

- Provide a range of strategies for students to gain meaning from a text, e.g. annotation, summarising, skimming and scanning.
- Provide a wide range of reading material relevant to the subject area which is varied, relevant and up-to date.
- Provide opportunities for extended reading.
- Encourage students to think critically about texts.

#### **Writing:**

- Insist upon high standards of handwriting and presentation, developing a classroom ethos where students to take pride in their written work.
- Provide writing frames for students where appropriate.
- Actively teach the style of writing necessary for the different subject areas. This could include specific writing frames for overall pieces of work (see Appendix 3) or for each paragraph (see Appendix 4).
- Model and demonstrate the writing process for students.
- Offer opportunities for extended writing through planning, drafting and revisiting work.
- Offer opportunities for written work specific to subject discipline (write like a historian/a geographer)
- Where appropriate, give time for students to check, re-read and edit their work.

#### **Improving spoken language**

- Make clear the value of talk as an essential part of learning.
- Require good quality verbal communication e.g. when students are giving answers in class.
- Provide opportunity for paired and group discussion and verbal presentations.
- Provide explicit guidance, e.g. through frameworks or modelling, so that students are clear how discussion and presentation can be conducted effectively.

#### **Monitoring:**

Middle and Senior Leaders will include monitoring of LITAC policy implementation as part of their regular monitoring of lessons and students' learning. The Assistant Headteacher with responsibility for Curriculum, Teaching and Learning will oversee this and ensure effective development and implementation of whole school policy and practice, providing professional development for staff as necessary.

## Appendix 1 The Frayer Model for teaching vocabulary

### Frayer Model

Write the selected word. Identify characteristics of the word. Identify examples of the word. Identify non-examples of the word. Create your own definition of the word. Check the meaning of the word with the dictionary definition.

Definition	Characteristics
Examples	Non-examples

## Appendix 2 Using etymology to teach vocabulary

### photosynthesis

Photo means "light"

synthesis mean "to put together"

Photosynthesis mean  
"to put together with light."

Plants "put food together" using  
light energy in the process called  
**photosynthesis.**

### Appendix 3 – An example of a writing frame to support students' structuring of a written answer

Using the information from today's lesson you need to **answer** the following question:

**Which was the more important reason why Hitler became leader of Germany**

- strengths of Hitler
- economic factors?

Explain which reason is the more important and why.

(12 marks)

You must explain both reasons.

#### Planning your answer

You can use the below **writing frame** to help you structure your answer:

##### **Introduction:**

Explain which was the more important reason in your opinion e.g. The more important reason for Hitler becoming leader of Germany was.....and not.....because.....

##### **Reason 1**

Explain which cause you think is the most important reason and why.

In my opinion .....is the more important reason for Hitler becoming leader of Germany. This is because .....(try and explain at least three reasons why).

##### **Reason 2**

Explain the other reason for Hitler becoming leader of Germany and why it's not as important as the other reason.

In my opinion .....isn't as important a reason for Hitler becoming leader of Germany because.....(try and explain at least three reasons why).

##### **Conclusion**

In conclusion.....was the more important reason because.....

### Appendix 4 – Guidance on structuring paragraphs

#### Year 10 Language and Structure Analysis sheet – 'I am Legend'

Q5: How does the author use language and structure to **show Robert's negative emotions**?

**DO NOT** write on this sheet, use it to help you use sentence starters in your exercise book to help you answer the question.

##### **TEAL Paragraph 1:**

<b>T</b>	Identify a <b>LANGUAGE* technique</b> that you think helps the reader see that Robert has negative emotions	The writer uses.....
<b>E</b>	Provide <b>EVIDENCE</b> of this technique from the text (a quotation)	For example, '.....'
<b>AL</b>	<b>ANALYSE</b> this quotation/ technique. <b>LINK</b> it back to the question. What difference does this technique enable the reader to sense that Robert has negative emotions?	The fact that the writer uses .....(name the technique again) suggests..... this shows Robert's negative feelings because.....