

SILVERSTONE UTC LITERACY POLICY

Driving home the need to read: literacy across the curriculum at Silverstone UTC

The literacy programme has become a whole-school, whole-staff approach. In terms of technical subjects, we know that ensuring students excel in literacy is paramount.

Rationale

Literacy in schools is often perceived as a 'tag on' to lessons, if it is focused on at all. I could hazard a guess that many teachers in many schools would not know what was going on to help improve literacy across the curriculum.

With such demanding jobs, it often seems too much to take on another 'thing', especially if we do not see the benefit to 'our subjects'.

Is it ever possible to incorporate an explicit focus on literacy to the curriculum without it becoming the above? Is it possible for a body of staff to truly work together to raise the literacy standards for their students, allowing them to access the curriculum in all areas, expand their vocabulary and, ultimately, impact on the quality of their teaching and learning experiences and outcomes?

The Silverstone Literacy Strategy has been borne out of these questions, and seeks to encourage the collaboration needed to explore the answers to them.

Vision

To collaboratively develop a cross-curricular literacy programme that:

- * Has a measurable impact on the ability and outcomes of students to access the curriculum
- * Raises the self-esteem and self-belief of students in the UTC
- * Helps to equip students with some of the basic skills they will need in life.

Procedure

Always begin the lesson with 10 minutes private reading.

Black vocabulary books are used to extend language choices.

Circle is displayed with the lesson's literacy objective.