

Key Stage 3 Strategy

Literacy across the curriculum

Audience: For school Key Stage 3 Strategy managers, departments and teachers in schools.

Key principles of Literacy Across the Curriculum

- Good literacy skills are a key factor in raising standards across all subjects.
- Language is the main medium we use for teaching, learning and developing thinking, so it is at the heart of teaching and learning.
- Literacy is best taught as part of the subject, not as an add-on.
- All teachers need to give explicit attention to the literacy needed in their subject.

Consistency in teaching literacy is achieved when

- Literacy skills are taught consistently and systematically across the curriculum.
- Expectation of standards of accuracy and presentation are similar in all classrooms.
- Teachers are equipped to deal with literacy issues in their subject both generically and specifically.
- The same strategies are used across the school: the teaching sequence for writing; active reading strategies; planning speaking and listening for learning.
- The literacy learning that pupils are doing in English, and specific intervention programmes, is consolidated in other lessons.
- Teachers use the same terminology to describe language.
- Common curricular targets are agreed for each year group and are built into subject plans.

Ofsted findings suggest the following

Literacy across the curriculum is good when:

- senior managers are actively involved in the planning and monitoring.
- audits and action planning are rigorous.
- monitoring focuses on a range of approaches, e.g. Classroom observation, work scrutiny as well as formal tests.
- time is given to training, its dissemination and embedding.
- schools work to identified priorities.

In order to help you audit where you are and what you may need to do to move forward, there are audit tables, with suggestions on what to do, on the next two pages. They are drawn from two documents: *Literacy across the curriculum Management guide* DfES 0483/2001, which suggested action and milestones for the first year of implementation, and *Managing the second year* DfES 0143/2002, which developed the Key Stage 3 Strategy further.

You may also need:

- *Literacy across the Curriculum training file* DfEE 0235/2001.
- Further material may also be found on www.standards.dfes.gov.uk which contains the bulk of the Strategy training material as well as examples of good practice.
- During the 2003 calendar year, LEAs are running training on literacy in six subjects: Physical Education, art and design, design and technology, history, geography and MFL. RE, music, mathematics and citizenship will follow from January 2004.

Other training materials to support might be:

- *The Framework for teaching English: Years 7-9* DfEE 0019/2001
- *Training material for the foundation subjects* DfES 0350/2002
- *Literacy in Science* DfES 0561/2002
- *Leading improvement in the second year* DfES 0307/2002

Details of appropriate modules are given on page 4.

Where are you now?

Use the following tables to audit your current position b

What to do: management	Features of good LAC management	Yes	Partly	No
Allocate responsibilities within Senior Management Team and set up an implementation group.	There is a senior manager with responsibility for literacy across the curriculum. There may be a team which takes responsibility for implementing, monitoring and reviewing progress.			
Establish a whole staff shared view of how teaching and learning can be used to raise attainment. Formulate a teaching and learning policy as part of your school improvement plan.	There is a key whole school focus on teaching and learning to raise achievement.			
Use the Autumn Package data to establish benchmark performance Review value-added data to identify underachieving groups. Use work sampling to identify where there are weaknesses in reading and writing. Sampling will also provide information on the range of writing tasks set and how tasks are marked and assessed. Use the data gathered above to plan specific interventions in teaching and learning to address weaknesses in reading and writing skills and, where necessary, to extend the range of tasks and to make assessment consistent.	Data is used to target pupil progression in speaking, listening, reading and writing, providing appropriate levels of challenge and support for all pupils.			
Using data gathered, decide on the one or two curricular targets that will make the most difference in your school and ensure that all these are taught appropriately by all staff in all subjects. Make literacy a visible priority by, for example: <ul style="list-style-type: none"> word walls with words that have been explicitly taught and are relevant to current work; laminated priorities on walls; whole school curricular targets in student books. 	There is a whole school action plan which is understood by all members of the school and which impacts on classroom practice and pupil achievement. This is monitored and reviewed by senior management.			
Using data gathered, decide on the one or two curricular targets that will make the most difference in your school and ensure that all these are taught appropriately by all staff in all subjects. Make literacy a visible priority by, for example:	There is a coherent approach to the KS3 Strategy which is used to raise achievement.			
Use the key messages and pedagogical principles from the Strategy in planning and evaluating lessons in order to raise achievement.	Clear literacy priorities exist for the whole school which are understood by all and planned into teaching and learning.			
Use English framework objectives in all subjects to ensure that the curricular targets are taught and progressed through KS3. Instigate a system to monitor the impact of the curricular targets through work scrutiny and classroom observation.	Departments use English Framework Objectives to guide their teaching of literacy.			
Ensure staff receive training to equip them with the knowledge they need to teach the literacy skills demanded by their subject. Plan the timetable of members of the implementation group so they can support colleagues in the classroom; provide time for coaching and group training in school time using existing modules from the Strategy.	Work sampling is used to monitor and review progress in defined action.			
Consider paired observation with a whole school agreed focus to monitor progress in classrooms. Use the observations to inform future training needs and action planning.	Monitoring is used to decide on further appropriate staff training.			
Establish common approaches by following the action outlined above.	Training is focused on need, disseminated and impacts consistently on classroom practice and standards.			
	Classroom observations show common approaches so speaking and listening reading and writing across the school. Teachers make these approaches explicit to pupils.			
	Teaching assistants are appropriately trained, deployed and clear about their role in raising standards.			
	Pupils and parents understand the school's priorities and know their role in raising standards.			

before using the side columns to plan what next

Yes	Partly	No	Features of good literacy teaching	What to do: good literacy teaching
			Departments share data with their teams so that curricular and pupil targets are set and monitored. Pupils move rapidly in their learning.	Provide teachers with the data and confidence in knowing some of the key markers of progress in order to ensure progression in learning.
			Classroom teachers teach to the whole school's literacy priorities as appropriate in their subject.	Provide support so that teachers teach the whole school curricular targets as part of their subject specific teaching (eg paragraphing in explanations in geography rather than paragraphing per se).
			Common messages across the Strategy are recognised.	School policy is clear that all teachers are responsible for teaching basic skills. Staff training using LAC modules: spelling, marking for literacy. Ensure teachers have copies of the framework and that departments build relevant objectives into their long, medium and short-term planning. Monitor their impact on teaching and learning.
			All teachers support general literacy principles by actively teaching and correcting common misspellings and punctuation errors. Teachers actively teach relevant English framework objectives where these contribute to learning in the subject.	Plan time over the year for departments sample work as part of the self-review process. Additional subject specific targets may sit alongside whole school priorities as a result.
			Departments use work sampling to target weaknesses in pupils' reading and writing.	Department time is needed to disseminate training and ensure it impacts on classroom practice and achievement. Ensure this is included in the work sampling process above.
			Pupils and teachers use collaborative approaches to speaking tasks and paired talk for learning. Pupils and teachers use active reading strategies to access text. Pupils and teachers use the sequence for teaching writing to teach the writing required in that subject. Spelling is actively taught rather than consisting of lists of words to learn. Pupils work towards independence through teacher modelling and guided work so that they can make appropriate choices about how they will learn (eg skim/scan/close read/ take appropriate notes).	Departments ensure that teachers are familiar with the teaching and learning strategies and that they are appropriately deployed in classrooms. Ensure teachers apply the principles of shared to guided to independent work in their classrooms.
			Teaching assistants are involved in short-term planning and are clear about their role in supporting literacy skills in lessons.	Provide time and training eg consultant support to ensure that common approaches are understood and implemented: <ul style="list-style-type: none"> teaching to objectives; structured lessons; explicit teaching of key literacy skills; active learning through investigation and enquiry. Build reflection and evaluation to support assessment for learning.
			Marking for literacy as well as subject content is part of all school marking: SMART targets are set for improvement. Teachers know what is being taught in intervention programmes and support the learning through their teaching and marking.	Ensure teaching assistants have time to plan with teachers to ensure their support is maximised. Ensure marking for literacy is embedded in classrooms and that this impacts on pupil progress. Work scrutinies will help review this process. Ensure information about pupils following any catch up programme and the content of that programme is shared with relevant teachers and that they support the pupil's learning through their teaching, target setting and marking.

The following table points out modules from across the Strategy which will further support teaching and learning for Literacy across the curriculum.

	LAC training folder	Training materials for the foundation subjects	Science	Mathematics
Planning	Framework for teaching English, Years 7-9. LAC training folder, Module 1: <i>Whole School implementation</i>	Introduction to the folder Module 3: <i>Planning lessons</i> Module 7: <i>Starters</i> , Module 8: <i>Plenaries</i>	Framework for teaching science, Years 7-9	Framework for teaching mathematics, Years 7-9
Speaking and Listening	LAC training folder, Modules 7: <i>Managing group talk</i> and Module 8: <i>Listening</i>	Module 4: <i>Questioning</i> , Module 5: <i>Explaining</i> , Module 10: <i>Engagement</i> , Module 12: <i>Thinking together</i>	Literacy in science: session 4	
Modelling writing	Module 2: <i>Writing non-fiction</i> , Module 3: <i>Writing style</i> and module 4: <i>Spelling and vocabulary</i> will also help	Module 6: <i>Modelling</i>	Literacy in science: session 3	
Active reading	Module 5: <i>Active reading Strategies</i> Module 6: <i>Reading for information</i> , Module 9: <i>Making notes</i>	Module 11: <i>The Principles for Teaching Thinking</i> Module 14: <i>Big concepts and Skills</i>	Literacy in science, session 2	
Marking and assessment	Module 11: <i>Marking for Literacy</i>	Modules 1, 2 and 3 come under the heading of <i>Planning and Assessment</i> Module 13: <i>Reflection</i>		Using key objectives, NC level descriptions and NC optional tests at KS1, 2, 3. Ref: 0544/2002: downloadable