

This policy is intended to support the continued development of literacy across learning in Ullapool High School.

*Almost all children – of whatever age – are almost always using literate structures – a common language consists of a shared understanding of symbols, sounds, gestures, images and movement that convey meaning- plus the rules for combining those symbols-that can be used to generate an infinite variety of messages.
(Developed by UHS from Weiten 2007)*

“The limits of my language means the limit of my world” – Wittgenstein

“For last year’s words belong to last year’s language And next year’s words await another voice” – T.S. Eliot

We are literate when we can use language skills in the widest sense, e.g. translating words into gestures, voice into pictures or writing – and vice versa, to allow us to communicate and explore our thoughts, intentions and feelings.

Possible organizers:

- Observe, describe and record...
- Compare and contrast to draw valid conclusions...
- Explore and evaluate different types of sources and evidence...
- Interact with others and develop an awareness of self and others...
- Develop the capacity for critical thinking through accessing, analysing and using information from a variety of sources...
- Discussing and debating, developing reasoned and justified points of view...
- Applying skills in interpreting and creating graphical representation of information...
- Presenting information – orally, in writing and by multimedia...
- Creating texts in widely different genres: structuring, reviewing, editing, co-directing...
- Understanding the conventions utilised in the many different ways of communicating
- Develop an understanding of subject specific language.
- Develop an understanding that words have different values in different contexts of life.

We will develop pupils’ confidence in using literacy skills using such organizers - and the *Literacy Benchmarks* – across the school and through using life and work related contexts:

For Example:

- Use interactive technology to develop literacy skills;
- Use the internet to research topics, use higher-order literacy skills, including note taking and summarising;
- Make storyboards and scriptwriting, using digital and video cameras in activities such as animation and film making;
- Take part in activities such as text messaging, e-mailing, blogging and podcasting.

More detail can be found here: <https://education.gov.scot/Documents/literacy-across-learning-pp.pdf>

The English Dept. will have the overall responsibility for Literacy across the curriculum in Ullapool High School. The main responsibilities are:

- Developing an overview of the consistency of the teaching of Literacy skills
- Supporting and advising all teachers in aspects of Literacy across Learning
- Monitoring the use of learning intentions to highlight Literacy outcomes
- Sharing in whole school planning to ensure full coverage of all experiences and outcomes
- Highlighting opportunities to gather evidence and coordinate specific assessment tasks to record pupil progress and attainment as and when required
- Provide means of sharing best practice examples through a central hub

The role of all teachers (with support from SfL) includes:

- Familiarity with CfE principles and practices and the experiences and outcomes in Literacy by participating in departmental discussions with English
- Reference as appropriate to Literacy skills in learning intentions and plenary
- Develop an understanding of Literacy levels with discussion with English
- Planning opportunities for learners to develop their Literacy skills
- Utilise the Highland Literacy Toolkit <https://highlandliteracy.com/literacy-toolkit/>

The setting up and maintenance of a two way discussion with English and the departments/individual teachers is critical. As such departments should consult with PT English if there are any significant plans to add/alter the Literacy content in their courses. Departments should arrange to check-in with an English Dept colleague at least once a year as a minimum to help maintain a Literacy overview.

A successful Literacy approach should see:

- A range of Literacy activities taking place across the school appropriate to age, stage and ability.
- All teachers confident in their teaching of Literacy skills
- Examples of best practice highlighting Literacy displayed /discussed across the school
- Classroom observations with Literacy focus through Learning Visits taking place
- Discussion between teachers, departments and PT English are routine
- Young people confidently utilising Literacy skills in many different contexts

Good partnership approaches are also crucial:

- Finding ways to involve parents
- Regular discussion with ASG
- Using community provision to highlight real life Literacy
- Liaising with the PEF funded Raising Attainment Home/School Link teacher
- Aiming to build confidence in Literacy skills across our community