

REVIEWED:

AUGUST 2016

REVIEW DATE:

AUGUST 2019



**LITERACY
STATEMENT**

DUIHS

Statement:

Upon thorough diagnosis, it was discovered that a large number of students had been admitted into Darul Uloom Islamic High School whose levels were below the national expected minimum of level 3 at the end of key stage 2 in Maths and English. It is apparent and due to this that spelling, punctuation, grammar and comprehension, and numeracy is poor amongst these students.

Our Aims

Darul Uloom Islamic High School acknowledges the great importance of literacy as a mechanism nurtured for life skills pertaining to the requirements of critical thought, speaking and listening, presentational attributes and observations. The school therefore sustains a proactive system that cultivates the development of literacy and numeracy in addition to English and Math lessons, including extra-curricular activities, cross curricular links, obligatory reading and comprehensive marking.

Approach to Improving Numeracy and Literacy

There are a number of methods utilised in order to promote and influence development of literacy and numeracy:

i. **Cross Curricular Integration**

By regarding Literacy and Numeracy the most crucial elements in terms of writing and critical thinking, all schemes of work have been adjusted and equipped to involve the implementation of these skills within the curriculum. Through, for example, the use of developing and learning new vocabulary and keywords relevant to individual subjects, students gain a better range of lexical choices as well as their definitions and spellings

ii. **Classroom Library**

The school lays great satisfaction in the implementation of classroom libraries accessible by all students. Reading books, text books, dictionaries, and other resources supplementary to their education are available within each year groups' own classes at their appropriate levels. Furthermore, a student has the option to independently, and with recommendation, utilise libraries of higher age group classes. For example, where a student in year 8 is arguably a higher achiever than most of his year group, he has the option to utilise year 9 books available to him;

iii. **Reading Guides**

Students are required to read comprehensively and the loggings of their readings are entered into their reading guides. The reading guides are exceptionally beneficial and are enforced by form tutors who encourage students to write down any unfamiliar, or new, words that they come across into the back of their guides. Upon entering unfamiliar words students are required to utilise a dictionary to find and write down the meaning, and will also create a sentence using the word.

iv. **Extra-Curricular Activities**

Through diagnoses and recommendations by individual subject teachers, students are subject to after-school classes, which are dedicated to the development of literacy and numeracy.

v. **Marking**

Teachers are required to take a proactive role in review students' exercise books. At the very least, teachers will mark students' books every two weeks and follow the literacy abbreviation guide in order to support students in developing their spelling, use of punctuation, grammar, use of standard English and comprehension. For example, teachers are required to write 'SP' upon noticing a spelling mistake.

vi. **Personal Development**

Year 7 and year 9 students have a period dedicated to developing fundamental skills including literacy, numeracy and comprehension. It makes provisions to them to be able to identify common errors in their literacy and numeracy, and improve upon it further.