LITERACY POLICY

Definition of Literacy

Literacy generates the development of effective skills in communication. To be literate is to be able to listen, speak, read and write at a level necessary to function in education, at work and in society.

Aim of the Literacy Policy

The aim of the Whole-School Literacy Policy is to raise literacy attainment at every level of ability. Staff work together to integrate the skills of listening, speaking, reading and writing into the curriculum to maximise the potential of each pupil.

Objectives

- To recognise the potential of all pupils
- To assess the literacy attainment of all pupils more effectively
- To involve all staff in the development and assessment of literacy in their subject areas
- To devise whole-school strategies and systems for literacy improvement

Principles of the Literacy policy

1. Literacy is integral to the process of learning: pupils require the skills of language in order to cope with the cognitive demands of all subjects.

2. The term 'literacy' includes all three components of language: speaking and listening, reading and writing.

3. All elements of the literacy policy should be reflected across the curriculum.

4. Language is central to a pupil's sense of identity, belonging and development.

5. All staff must share responsibility for developing literacy skills and must work together to create a literacy environment which motivates and supports all pupils in order to raise their expectations of achievement, thus raising standards within the Academy.

6. Literacy in every parental tongue is to be valued.

7. The literacy policy will:

   - reflect the needs of every pupil.
   - build on the strengths of existing practices and procedures.
   - support pupils' learning in all subjects
   - develop consistency of approach across all curricular areas

8. The literacy policy is seen as a key policy of the Academy.

Key Roles and Responsibilities

Staff Title	Role and Responsibility
Senior Leadership Team	The Senior Leadership Team will take an active role in supporting the overall initiative.
Subject Leaders	Subject Leaders have the crucial role of leading and supporting activities within their teams.
Heads of House	Heads of House and their deputies are expected to take a key role in supporting form tutors and teachers of Liiteracy, Heads of House will also support literacy initiatives in inter-house competitions and in assemblies.
Form Tutors	Tutors will lead the initiative of reading and Literacy in form time; to encourage pupils to take part in a range of reading activities, the Public Speaking Competition and other literacy-based projects as they are introduced.
English Department	The English Department will take the bulk of the responsibility in teaching the basic literacy skills within the curriculum and to offer advice and support as appropriate.
Learning Support Department	The Learning Support Department is expected to identify pupils with literacy difficulties, to co-ordinate and provide tuition to improve literacy skills in addition to delivering the English National Curriculum. The department will provide differentiated materials and support in mainstream departments through in-class support.
Teaching Staff	All staff have a responsibility to plan and teach lessons which make good use of opportunities to develop pupils' literacy skills.

Whole School Strategies for Supporting Literacy

Form Time Literacy and Reading Focus

All pupils spend two form periods a week engaged in a reading activity. The library can be used to support this activity. Once the library space is developed, reading boxes will be created for form tutors to use to engage readers. The Literacy folder on the shared English drive can be used to access a plethora of mini Literacy activities to introduce, explore and consolidate the basic skills of SPaG.

Public Speaking Competition

During each term a year group across 7-9 will have a Public Speaking focus during Literacy lessons. A representative is selected from each Literacy group to perform their pieces in assembly. Each pupil showcases their speech in the main assembly and a panel of SLT/Staff will use speaking and listening criteria to make their judgements.

Year 8: Autumn Term
Year 9: Spring Term
Year 7: Summer term

LAC Attack!

Each month there is a whole school literacy focus which is written into the Academy calendar. Posters are produced outlining the rules of the focus and are displayed in all classrooms. All staff are encouraged to teach and reinforce the rules of the literacy focus in their lessons during the month. This can be taught explicitly through starter activities but also through a focused use of the Literacy marking policy/beat the blues.

Extended Writing for Year 7/8 Pupils in Session 6

In the Autumn term, year 7 pupils are encouraged to take part in the Ghost Story competition, an activity designed to encourage pupils to produce extended pieces of writing.

Literacy Week

Each year, a Literacy Week event will take place in the Summer Term. This is organised by the English Department but is very much a cross-curricular activity in which all departments are involved and to which all departments make a contribution. The week aims to raise the profile of reading for enjoyment, Literacy across the curriculum and promote confidence in extended reading, writing and independent thinking.

Key Words

This year a focus on subject specific keywords will be a focus of the cross-curricular element of Literacy. Departments are to identify ten key words for each module in their curriculum. These keywords should be taught explicitly, using the central pages of exercise books to record spellings and definitions and spelling tests to check learning completed for each unit. Posters of key words should displayed in classrooms during the course of the module. These can be displayed interactively as part of the PPT resources and can be linked to the Literacy objective given to that lesson.

Writing Frames

Many departments have produced writing frames to support pupils in the writing process. Subjects should adapt and/or withdraw these as pupils gain in confidence and develop planning and writing skills. Support can be given by the English department to departments who have an increased focus on extended writing at GCSE.

Dictionaries

Dictionaries should be available for use in every classroom in the Academy. If a department wished to order further copies, the English department suggest the Oxford English Dictionary as the official Academy dictionary.

The Library

The Academy Library plays a vital role in supporting literacy. The plans for the library consider the differing needs of KS3 and KS4 pupils. For KS3 pupils, there will be a focus on reading for enjoyment and improving reading skills. Accelerated reader will be built into the curriculum across this academic year to challenge pupils to read for meaning and understanding, increasing difficulty of texts with successes. For KS4 pupils, a focus on independent learning and reading for success. A space where reading for pleasure can be exploited alongside spaces where independent and supported revision can take place.

Once Accelerate reader is embedded into the curriculum a reading club for the weakest readers can be established where staff will volunteer for one session a year to read and explore their favourite texts with these weakest readers.

Teaching and Learning for Existing and New Teachers

All teachers will receive CPD regarding cross curricular literacy when needed.

Literature across the Curriculum

As part of the literacy initiative, some subject areas have developed the use of literature, where appropriate, into their Schemes of Learning for the following reasons:

- To extend and support subject learning
- To add engage pupils
- To offer a human dimension to the appreciation of the subject

- To extend pupils' moral and emotional understanding
- To offer different perspectives on people and culture
- To extend the use of language through the subject context

Pupils with Particular Literacy Needs

Whilst all pupils benefit from a consistent, coherent and comprehensive approach to literacy, some groups of pupils will require specific attention and targeted support. These might include most able pupils, those with specific learning difficulties and EAL pupils.

Pupils' needs can be assessed by analysing their performance in Academy agreed reading and spelling tests.

Pupils requiring specific support with reading, writing and spelling will be supported through SENco lead intervention and differentiation through lesson content and resources. These pupils are the ones who will benefit the most from the Accelerated Reading Project.

Speaking and Listening

Pupil Activities

Each subject will offer opportunities for pupils to:

- Use talk for a range of purposes and audiences
- Plan, discuss and evaluate their listening and speaking
- Explore ideas through drama and role-play
- Use talk to explore and evaluate other activities
- Use talk to express feelings and opinions
- Ask and answer questions in group discussion
- Solve problems collaboratively
- Talk about ideas using ICT
- Engage in purposeful talk through encouragement
- Experience talk in a wider context beyond the immediate Academy community
- Understand that good listening skills are essential in the understanding of good manners and acceptable social behavior
- Gain an insight into the ideas, perceptions and opinions of others

Approaches

Lessons should enable pupils to:

- Value and respect talk of others
- Acquire knowledge, new concepts and understanding
- Acquire the skills needed to evaluate information
- Practise using new vocabulary
- Appreciate talk as a valuable area of learning
- Adapt talk to match the audience and purpose of the task
- Recognise the difference between Standard English and varied dialect around the Academy
- Foster self-esteem and pride in their own language

Organisation

Lessons will provide:

- Some activities which feature talk as an essential element
- Homework activities which require discussion techniques with parents or other adults
- Activities which focus on identified subject vocabulary
- Opportunities to facilitate the assessment of listening and speaking either formally or informally
- Explicit rules about classroom talk so that the opinions and ideas of everyone are respected
- Opportunities for all pupils to be able to speak openly and confidently without fear of ridicule
- Flexible teaching environments which are conducive to different speaking and listening activities

Progress in Listening and Speaking

Progress will involve the development of some of the following:

- Increasing usage of specialist vocabulary
- From short prompted contributions to sustained speaking
- Higher levels of confidence which result in movement from straightforward responses to direct questions to pupils initiating discussion themselves
- From informal discussion with peers to formal presentation to larger audiences

Reading

Activities

Pupils will have opportunities to:

- Use reading to research the subject area
- Use the library and ICT to support subject learning
- Be as independent as possible through reading to learn
- Read for pleasure
- Read a range of non-fiction text types
- Read texts in different media e.g. CD Rom, web pages
- Read narratives of events
- To locate and retrieve information
- To select and make notes from a text
- To use a range of reading skills such as skimming, scanning, reading for meaning
- To read fiction texts which will support their learning in a subject area

Approaches

Teachers will aim to:

- Facilitate reading development through their subject
- Present reading tasks at a suitable level
- Draw pupils' attention to structure, layout, format, print and other signposts
- Help pupils to skim, scan or read intensively according to the task
- Teach pupils to select or note only what is relevant
- Help pupils to question, challenge and recognise bias in a range of texts
- Support pupils who are at the early stages of reading
- Teach pupils to read identified subject vocabulary

Materials

Pupils will be provided with:

- A range of materials to support the subject topic
- Texts at appropriate readability levels which cater for the range of pupils' reading needs
- Materials reflecting a balance of culture and gender
- Materials which are up-to-date and attractive
- Resources / reference materials which enable all pupils to be independent

Organisation

Lessons will provide:

- Opportunities to facilitate the assessment of reading either formally or informally
- Activities which focus on reading and reading skills
- Opportunities to understand and use specialist vocabulary (key words)
- Homework activities which require reading

Progression in Reading

- Pupils move from using texts selected by teacher to finding their own texts
- Pupils identify and select own texts rather than using texts selected by the teacher
- Pupils select texts which demand higher order reading skills rather than simple reading texts which require limited reading skills
- Pupils use many relevant sources rather than using one source
- Teacher develops the reading habits of pupils to encompass new authors and challenging texts

Writing

Activities

Pupils will have opportunities to:

- Write in a variety of forms for different purposes
- Write for a range of audiences (including real ones)
- Plan, draft and discuss writing
- Use writing to organise thoughts and to aid learning
- Produce written material of a quality appropriate to their individual level of attainment
- Write for pleasure
- Structure an argument
- Record information and observations

Approaches

Each subject area will aim to:

- Offer pupils models for writing in a range of forms
- Provide resources to support independence for all pupils (e.g. dictionaries / key words)
- Help pupils to draft writing through the subject context
- Provide appropriate activities for pupils of all levels of ability
- Draw attention to the purpose and audience of writing
- Help pupils with handwriting, spelling and presentational aspects of writing
- Support self-esteem by displaying work at all levels which represents pupils' best efforts
- Teach pupils to spell identified subject vocabulary
- Use ICT to support writing activities
- Use writing to instruct, explain, recount, analyse, argue, persuade, evaluate

Organisation

Lessons will provide:

- Activities which feature writing as an essential element
- Homework activities which require a written response

Progression in writing

Progress in writing skills includes the development of the following:

- Movement from one word/short answer questions to extended writing
- From writing from a simple focus to complex writing
- Moving from scaffolded writing to planning and writing independently
- Writing for a range of audiences and purposes

Marking for Literacy

All subjects have integrated the teaching of literacy into their planning and have adopted a whole school approach to the marking and assessment of literacy. There is a strong relationship between marking for literacy and marking in general as marking the literacy elements of pupils' work can complement and support the focus on subject knowledge and understanding. There is also a case for responding to the effectiveness of pupils' use of language in speech as well as writing.

Purposes of Marking for Literacy

- To give feedback to pupils which will help them to improve their use of literacy in all subjects
- To motivate pupils to communicate their subject knowledge and understanding effectively
- To monitor pupil progress in the use of language
- To respond to pupils' use of language in speech as well as writing
- To identify future targets for literacy teaching

Some key Principles

Make Marking Criteria Explicit

At the outset of any task set, pupils should be made aware of the specific literacy features being taught and assessed. Clear criteria for assessment should be made explicit to pupils to focus their learning, to focus teacher marking and to ensure that marking informs future teaching and planning. Feedback should relate to this process.

Mark Selectively

The focus of marking should relate to the literacy objective taken from weaknesses in pupils' work or from the cross curricular priorities. *(See appendix 1)* It should also focus attention on the literacy skills which coincide with the meaning and purpose of the work. Marking should identify features relating to this literacy focus and comment on these in a constructive way, giving specific advice which tells pupils exactly where and what they need to do to improve.

Prompt and Praise

Literacy marking should not only encompass spelling and punctuation but should also draw attention to style, sentence structure, connectives and grammar. Comments should be constructive and offer advice. They should include questions related to the marking criteria and the number of errors should be identified on work so that pupils take responsibility for improving their own standards of literacy. The purpose of the teacher's comment is to suggest constructive ways forward for the pupil to improve whatever aspect is the focus of the work. It should establish a dialogue between pupil and teacher, identify strengths and target next steps for improvement, particularly in terms of language use. Marking should be personal in tone making reference to pupil by name as this is a motivating technique. Marking needs to be obvious but intrusive which is why use of pencil on final drafts is appropriate.

Active Involvement from Pupils

Pupils should be encouraged to proof-read their work and correct errors before handing it in, and act on teacher advice. *(See appendix 2)* Time should also be allocated in lessons so that pupils can find their errors, make corrections, and set themselves related targets*. (See appendix3)* This involves them in moving their learning forwards rather than focusing on the comparison of grades with other pupils. Furthermore, pupils should be set tasks resulting from the marking. *(See appendix 4)* Opportunities for self and peer group assessment can be used to engage pupils in a dialogue about their work and encourage them to set learning related targets*. (See appendix 5)*

Develop a Consistent Approach

All teachers from all curriculum areas should respond to pupils' work using a whole school marking policy which provides helpful prompts and is not focused only on proof reading. A few clear principles

are more constructive than a complicated code which obscures understanding and impedes action and progress.

<u>Provide Immediate Feedback</u>

Comments made at the point of writing are more beneficial to pupils and reduce the mark load since marking work with pupils facilitates dialogue about the work and encourages pupils to discuss their language choices. Prompt return of work means that comments are more meaningful and likely to be acted upon. However, it is important to note that this level of marking and feedback is not expected on every piece of work.

A Whole School Approach to Marking

Immediate – Praise - Prompt – Response

Immediate   Mark work at the point of writing where possible, or as soon as possible after the task is completed. Aim to return to the marked work in the next lesson.

Praise   Comment on some way in which the pupil has made effective use of language for the purpose of the task, linking the style of writing to the subject needs and learning objectives.

e.g. Good use of causal connectives like 'consequently' has made your argument stronger and clearer.

Prompt   Identify one language feature which the pupil needs to develop. Explain exactly what needs to be done to improve this.

e.g. Try to make your work sound more scientific by using the key words or choosing words like 'I predict....' instead of 'I think.'

Response   Expect pupils to have checked their work before handing it in, using their self-check prompt sheet. Give one clear piece of advice for improving the writing and expect pupils to take action.

e.g. Re-read your second paragraph. What was the main point you were trying to make? Rewrite the topic sentence so that this point is clear to the reader.

Marking Code and Symbols

SYMBOL IN MARGIN	SYMBOL IN TEXT	MEANING
NP	//	New paragraph
CL	___ the letter	Capital letter needed
P	(oval)	Missing/incorrect punctuation
Sp	Underline spelling, correct once	Spelling mistake
ML or MW	/\	Missing letter or word
Exp?	~~~	Rewording needed

It matters where the mark is:

- Next to a line – means you can find it in the line
- Against a vertical pen line – means you can find it in a section
- At the end – means this is a problem throughout

Monitoring Pupil Literacy

This can be done with a teaching group, as a department exercise or as a cross curricular exercise.

- Scan the written work of a representative sample of pupils across the class, subject or across the curriculum for the current term, noting patterns of strength and weakness

- Monitor the reading diet of pupils and intervene to keep it active and varied

- Sample the work of a cohort across the subject or curriculum to identify patterns, such as type and frequency of extended writing opportunities and look for ways of broadening the range of writing genres and tasks

- Sample work across the key stage to see whether the cross- curricular targets are being met to inform the setting of the next set of priorities

Assessment for Learning

This should build on and inform an integral part of work in response to The Literacy Strategy which aims to improve standards across the curriculum. AFL gives pupils the ability to move onto the next level or grade and this can be facilitated by improved communication skills.

AFL encompasses:

Formative Assessment

Day to day marking should be formative with an emphasis on helping pupils to improve their work. Pupils need to consider their work and learn from comments written by the teacher. Work should be planned to allow pupils to learn from their mistakes and develop new skills.

'Inside the Black Box – Raising Standards through Classroom Assessment' states:

> 'Feedback to any pupil should be about the particular qualities of his or her work, with advice on what he or she can do to improve, and should avoid comparison with other pupils.'

The study concluded that:

- For formative assessment to be productive, pupils should be trained in self-assessment so that they can understand the main purposes of their learning and thereby grasp what they need to achieve

- Opportunities for pupils to express their understanding should be designed into any piece of teaching, for this will initiate the interaction whereby formative assessment aids learning

- The dialogue between pupil and teacher should be thoughtful, reflective, focused to evoke and explore understanding and conducted so that all pupils have an opportunity to think and to express their ideas

- Tests and homework exercises can be an invaluable guide to learning but the exercises must be clear and relevant to learning aims. The feedback should give each pupil guidance on how to improve, and each must be given opportunity to help work at improvement

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COMMITMENT TO REVIEW

This Policy will be monitored and reviewed annually by the relevant Policy Owner named below and/or in the light of changes to the National Curriculum requirements and DfE guidance/ regulations.

Literacy Policy	
Named Responsibility of Policy	Miss C Jackson (Lead Practitioner)
Date of Policy	October 2017
Date of next Review	September 2018

Cross Curricular Targets

Year 7	Year 8	Year 9

1. Spell key words in each subject
2. Spell high frequency words including common homophones
3. Recognise and record personal errors, corrections, conventions, exceptions and new vocabulary
4. Revise the stylistic conventions of the main types of non-fiction:
    • Information
    • Recount
    • Explanation
    • Instructions
    • Persuasion
    • Discursive writing
5. Know how to locate resources for a given task and find relevant information in them
6. Use appropriate reading strategies to extract information e.g. highlighting, scanning
7. Recognise the cues to start a new paragraph and use the first sentence effectively to orientate the reader. E.g. when there is a shift of topic, viewpoint or time.
	1. Secure the spelling of key terms and new words from across the curriculum
	2. Devise ways to improve spelling building on strategies taught in year 7
	3. Learn complex, polysyllabic words and unfamiliar words which do not conform to regular patterns.
	4. Combine clauses into complex sentences, using the comma effectively to separate clauses
	5. Explore and use different degrees of formality in oral and written texts
	6. Use talk to question, hypothesise, speculate, evaluate, solve problems and develop thinking about complex issues and ideas
		1. Spell accurately all high frequency words and new terms from all subject areas
		2. Review all aspects of spelling and continue to improve spelling by applying knowledge of spelling conventions
		3. Write sustained English with the formality suited to reader and purpose
		4. Discuss and evaluate conflicting evidence to arrive at a considered viewpoint
		5. Synthesise information from a range of sources, shaping material to meet the reader's needs

<u>Appendix 2</u>

<u>Tasks for Pupils to Complete Before Handing Work In</u>

- Underline the words that you have checked using a dictionary or by asking the teacher.

- Cross out words/phrases that are dull or repetitive and replace them with a better alternative.

- Check your work carefully and write a self assessment at the end saying how well you think you have completed the task set and identify a target for improvement.

- Put a line at the side of sentences that are fifteen words or longer and check that they are well constructed and accurately punctuated.

- Check that if you have repeated words or phrases whether the repetition is effective or not.

- Use the check list for extended writing tasks.

Appendix 3

This checklist is useful in many subjects in which pupils are asked to complete a piece of extended writing.

What the pupil can expect from the teacher:

- When a piece of work is handed in it will be marked by the teacher and when appropriate, feedback will be given to help the pupil to improve written work in the future.
- The teacher will either correct or identify spelling errors to do with the topic or module studied.
- The teacher will identify literacy targets for the work when it is set.

What the teacher can expect from the pupil:

- Pupils must be responsible for the accuracy of their work and use the check list after completing class work and homework to correct their writing.
- Pupils must learn the spellings of key words and vocabulary important to the topic being studied

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Extended writing checklist for pupils

Word Level

- Have I used appropriate vocabulary for this subject?
- Are there any words that I am not sure that I have spelt correctly?
- If so, have I checked them using a dictionary?
- Do I know basic spelling rules and can I apply them?
- Do I know the different meanings and spellings of homophones?

Sentence Level

- Do all my sentences begin with a capital letter?
- Do all my sentences make sense?
- Am I using a range of sentence constructions including simple, compound and complex sentences?
- Am I using a range of sentence types including statements, commands, questions and exclamations?

Text Level

- Is what I have written clear and appropriate to what I have been asked to do?
- Have I used paragraphs accurately?

Presentation

- Does my work look neat and tidy?
- Have I underlined titles with a ruler?
- Am I proud of my work?

Tasks for Pupils to Complete after Receiving Their Work Back

- Read the teacher's comments and write down two targets for the next time a similar piece of work is attempted.

- Highlight all key points and check that they are supported with evidence. If not, add appropriate evidence.

- Mark where detail needs to be added to the argument and include this.

- Underline where evidence has been added to support the argument and put asterisks where more evidence is needed. Write the extra evidence at the end of the work.

- Put an asterisk next to any paragraph which does not link to the one above it and write in a connective word or phrase.

- Circle any words that do not seem to be formal enough for the piece of work set and think of alternatives.

- Underline any repeated words and phrases and consider whether the repetition is good or bad. If it is not effective, think of alternative words.

- Act on all advice given and improve work.

Peer Group Marking

- Look at the structure of your partner's writing, decide if it is logical and consider how it can be improved.

- Read your partner's work to them and see if their punctuation helps you to pause in the right places. Discuss the results. Do all of the activities in the extended writing check list.