

Whole School Literacy Policy

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Whole School Literacy Policy

You cannot write it, if you cannot say it; you cannot say it, if you haven't heard it.'
Pie Corbett.

Literacy is defined as the ability to read and write. It is also the ability to understand, use and apply what you read and to communicate effectively in writing as well as speaking.

At Priestlands our aim is to ensure that our students are receiving **consistent, frequent and effective** teaching and learning of literacy that has an impact on their learning. Literacy is a key factor in the effective teaching in all subjects; it is the responsibility of all teachers to promote literacy skills throughout lessons. The guidelines outlined in this policy will help all departments achieve these aims.

Teaching and Learning is outstanding if:

- Teachers embed reading, writing and communication and, where appropriate, mathematics exceptionally well across the curriculum, equipping all pupils with the necessary skills to make progress.
- The curriculum encourages students to: engage in specific activities that develop speaking and listening skills, encourages independent contributions that develop ideas in depth, take part in presentations that allow them to speak with authority on significant subjects, engage with texts that challenge preconceptions and develop understanding beyond the personal and immediate and experiment with language and explore different ways of discovering and shaping their own meanings.
- Use writing as a means of reflecting on and exploring a range of views and perspectives on the world.

Literacy for Outstanding Impact

Literacy Objective One - Speaking and Listening

To improve the quality of students' spoken communication, recognising that audience, purpose and context may affect the way in which they present themselves.

- To ask relevant questions and provide accurate and substantial responses
- To use formal and informal speech as appropriate

- To communicate in a variety of situations effectively (discussions, presentations, role play etc.)
- To speak fluently and confidently in discussions and debate to develop and think through ideas.

Impact

In addressing this objective, we will encourage students to become more confident in expressing their ideas and more aware of their audience and purpose. They will have a wider and more fitting vocabulary which they will be able to employ in a variety of situations.

All teachers have a responsibility to help students become confident, skilled speakers and listeners. Through our teaching environment students are encouraged to routinely reflect on their use of talk via purposeful discussions. Effective talk is modelled for students and its structures are taught explicitly. In addition to this, co-operative learning structures are used to promote effective talk within groups, as well as listening skills.

Questioning is one of the main ways in which teachers elicit language from students. Classroom questioning is as inclusive as possible and enables students extend their thinking.

Developing students' vocabulary is also at the heart of our teaching. Students are encouraged to be experimental with word choices, enhancing their confidence in a range of contexts.

Literacy Objective 2 - Extended Writing

To develop basic grammar skills and ensure students write effectively for different audiences and purposes.

- To be able to plan and draft ideas and also edit and review effectively
- To be able to take notes
- To write in detail, for different audiences and purposes
- To use accurate spelling, punctuation and grammar
- To develop and extend vocabulary

Impact

In addressing this objective, students will become more confident writers and will be able to express their ideas more succinctly and fluently. We will ensure that students are more structured in their written responses, thinking carefully about the way in which they introduce, substantiate and develop their points.

Students are encouraged to write clearly in a variety of forms for a range of audiences.

Modelling is provided by all teachers and provides an effective and confident platform for our students to become independent learners.

Marking of writing is supportive and encourages reflection and improvement. All writing tasks have a clear and identifiable purpose, audience and format.

Students are encouraged to use subject specific vocabulary with precision and confidence in both discussion and writing. Classroom displays are used to further enrich students' engagement and awareness of the power of language.

Literacy Objective 3 - Reading

To use a range of techniques to develop reading for meaning in order to enhance understanding.

- To be able to read and understand a range of texts
- To be able to use the skills of skimming, scanning and close reading
- To be able to research effectively
- To be able to review and adapt texts to show understanding

Impact

In addressing this objective, we will ensure that students become more confident readers, which will ultimately support their understanding of key words. This should also help to extend their vocabulary and therefore allow them to express their ideas more clearly in both oral and written responses. They should be able to access examination questions more easily, and ultimately it will help support the development of their writing skills.

- Our Study Centre is stocked with a range of fiction and appropriate non-fiction texts. We pride ourselves on fulfilling the needs of students, ensuring that our shelves offer a breadth of literature. Students are invited to share their recommendations and requests – which informs the enhancement of our school library.
- In addition to our school library, students are also greeted by well-stocked book corner in certain subject areas, making literature accessible for all.
- Our book clubs enrich our students' wealth of knowledge. Discussions are mature, perceptive and original.
- Reading is embraced and celebrated by staff at Priestlands. Our reading culture seeks to inspire and engage as many students as possible. Staff readily share and promote their current reading and favourite book titles with students through discussion, displays and regular book swaps.
- Regular timetabled lessons in the library to promote reading for pleasure.
- Silent reading is an embedded and integral routine within KS3 lessons; reading logs monitored, supported and celebrated.
- Extra Literacy provision provided to students below age related expectations, with a particular focus on reading.

- Author visits support the content of the curriculum, as well as enhancing the overall reading ethos and overall culture within school.

Curriculum Subjects

Take responsibility for the teaching and development of literacy skills, including reading, writing, communication and their application in the curriculum.

- To ensure that students make progress relative to starting points in literacy.
- To ensure that there is explicit teaching of spelling, punctuation and grammar in lessons in line with exam specifications to maximise achievement.
- To ensure that teaching of all aspects of literacy is evident in planning and assessment.
- To ensure that all staff in the curriculum area are marking work and giving feedback in accordance with the School Literacy Marking Policy.
- To ensure that all staff in the curriculum area record the spelling of key/command words and record the correct spelling of previously incorrectly spelled words.
- To ensure students are aware of the command words and phrases used in assessments that tell students how to answer a question

Command Words

These command words are relevant to departments across the school. They form part of the shared vocabulary and are reinforced in all lessons. The definitions are subject-specific, and students are aware of them:

Advise	Analyse	Compare
Calculate	Conclude	Contrast
Create	Define	Describe
Develop	Discuss	Evaluate
Examine	Explain	Identify
Illustrate	Implement	Interpret
Investigate	Justify	Outline
Predict	Refine	Reflect
Select	Solve	Substitute
Suggest	Summarise	

Marking for Literacy

All teachers have a responsibility to use marking to secure and develop the literacy of students. There must be a consistent approach to the marking of spelling, punctuation and

grammar and expectations should be high and should be discussed with students. Pupils are expected to respond to mistakes in spelling, punctuation and grammar and they should always be given the opportunity to rectify such mistakes.

Literacy errors are identified by the teacher (or students if the work is peer or self-assessed) and the students make the necessary corrections.

Mark	Means ...
Sp (word highlighted in yellow)	Spelling error – try this spelling again or use a dictionary to help you
P (mistake highlighted in yellow)	Punctuation incorrect or missing – correct your mistake
T (verb highlighted in yellow)	Tense – incorrect verb tense used
//	New paragraph needed here
W? (word highlighted in yellow)	Wrong word used – re-read section and use an alternative
H (homophone)	Wrong homophone used

SEN Team

The SEN Team use Lexia, a differentiated literacy instruction for students, that provides explicit personalised learning to develop three main areas;

- Word study – targets gaps in basic reading skills and develops academic vocabulary.
- Grammar – improves written composition and reading comprehension.
- Comprehension – teaches the skills required for higher order text analysis.

In addition to this, the SEN Team assess the reading ages, spelling ages and writing speeds of each student on an annual basis.

Within the classroom, the SEN Team, embed reading, writing and communication and, where appropriate, mathematics exceptionally well across the curriculum, equipping all pupils with the necessary skills to make progress.