

## **LITERACY POLICY**

Policy Date: 2010

Last updated: Summer 2018

Date review due: Summer 2019

Portfolio Group responsible: SIMG

Origin: Senior Leadership Team



## **Underlying principles**

**All school policies reflect the school values of:**

**Hope**

**Kindness**

**Courage**

**Integrity**

**Trust**

**Respect**

**Responsibility**

**Taking into account advice and guidance best practice.**

At The Ilfracombe Academy, we accept the fundamental principle that Literacy is the key to improving learning and raising standards; it enables students to gain access to the subjects studied in schools, to read for information and pleasure, and to communicate effectively. Poor levels of literacy impact negatively on what students can do and how they see themselves. The teaching of literacy is not the responsibility of the English Department alone; at The Ilfracombe Academy, all teachers share responsibility for the teaching of literacy across the curriculum and recognise their statutory responsibilities, as outlined in The National Curriculum. Crucially, we believe that literate students will ultimately emerge as confident and articulate communicators, fully prepared to enter the adult world, whether to continue their academic studies or to enter the world of work.

## **Policy Aims**

1. To support a whole-school approach to literacy across the curriculum in keeping with the principles and practices established in the National Literacy Strategy
2. To enable all students to reach their potential in the key literacy skills of reading, writing and speaking and listening
3. To support the development of literacy skills throughout the curriculum
4. To raise staff awareness of key literacy strategies through working party discussions, INSET and the dissemination of good classroom practice
5. To encourage staff to take responsibility for the development of literacy in their subject areas through the inclusion of relevant literacy strategies in schemes of work and lesson plans
6. To support the development of literacy through the deployment of a range of resources in the school e.g. library, ICT suites etc
7. To identify specific roles and responsibilities within the school with regard to the development of literacy work
8. To establish procedures for monitoring literacy across the curriculum

## **National Curriculum**

Teachers should develop pupils' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.

## **Spoken language**

Pupils should be taught to speak clearly and convey ideas confidently using Standard English. They should learn to justify ideas with reasons; ask questions to check understanding; develop vocabulary and build knowledge; negotiate; evaluate and build on the ideas of others; and select the appropriate register for effective communication. They should be taught to give well-structured descriptions and explanations and develop their understanding through speculating, hypothesising and exploring ideas. This will enable them to clarify their thinking as well as organise their ideas for writing, and answer fully in full sentences.

## **Reading and writing**

Teachers should develop pupils' reading and writing in all subjects to support their acquisition of knowledge. Pupils should be taught to read fluently, understand extended prose (both fiction and non-fiction) and be encouraged to read a variety of genres and styles for pleasure. Schools should do everything to promote wider reading. They should provide library facilities and set ambitious expectations for reading at home. Pupils should develop the stamina and skills to write at length, with accurate spelling and punctuation. They should be taught the correct use of grammar. They should build on what they have been taught to expand the range of their writing and the variety of the grammar they use. The writing they do should include narratives, explanations, descriptions, comparisons, summaries and evaluations: such writing supports them in rehearsing, understanding and consolidating what they have heard or read.

## **Vocabulary development**

Pupils' acquisition and command of vocabulary are key to their learning and progress across the whole curriculum. Teachers should therefore develop vocabulary actively, building systematically on pupils' current knowledge. They should increase pupils' store of words in general; simultaneously, they should also make links between known and new vocabulary and discuss the shades of meaning in similar words. In this way, pupils expand the vocabulary choices that are available to them when they write. In addition, it is vital for pupils' comprehension that they understand the meanings of words they meet in their reading across all subjects, and older pupils should be taught the meaning of instruction verbs that they may meet in examination questions. It is particularly important to induct pupils into the language which defines each subject in its own right, such as accurate mathematical and scientific language.

## **Roles and Responsibilities**

### **Governors**

The Academy governors should:

- hold senior leaders to account in tracking and accounting for whole school literacy strategies

### **The Senior Leadership Team**

The Senior Leadership Team should:

- accept overall responsibility for the delivery of the school's Literacy Policy
- provide opportunities for staff training about literacy issues to take place on INSET days or during other times
- ensure that best practice in the teaching of literacy is shared

- monitor through line management and quality assurance processes departments' implementation of the Literacy Policy
- be role models in employing literacy strategies in their own teaching
- monitor exam and assessment outcomes to ensure that no group is disadvantaged with respect to race or ethnicity or gender, or vulnerable or identifiable groups.

### **Heads of Department**

The Head of Department should:

- identify the literacy demands outlined in assessment criteria and specification requirements at all key stages
- ensure that 'subject specific literacy' is clearly identified in schemes of work, and that there is obvious progression through the key stages
- seek to find opportunities to liaise with the English Department to provide continuity
- monitor the work of the department with regard to the inclusion of subject specific literacy strategies in lesson planning
- encourage models of good practice e.g. modelling and close collaboration between colleagues in order to promote literacy developments
- use available assessment data to identify appropriate literacy strategies
- ensure that teaching staff display the books that they are currently reading on their classroom doors
- ensure that teachers adhere to the following literacy strategies from the Assessment, Marking and Reporting policy when marking students' work:
  - Teachers are asked to mark students' work using the following symbols:
    - ❖ sp: spelling (followed by the correct spelling)
    - ❖ p: punctuation
    - ❖ gr: grammar
    - ❖ //: new paragraph
  - No more than 5 spellings should be corrected in any piece of work. The corrected spellings should be either key words or relatively frequent.
  - Please address literacy skills in this order of priorities: punctuation, spelling, grammar, paragraphing, hand-writing.
  - In terms of presentation, teachers are asked to ensure that students follow the student presentation policy (see Appendix 1).

### **Heads of Year**

The Head of Year should:

- identify how the tutorial programme can support students' reading and the Accelerated Reader programme for years 7 to 9

## The SENCO

The Special Educational Needs Co-ordinator should:

- use performance and other evidence to identify literacy interventions for those students
- communicate with all subject staff about those students who have literacy difficulties and give advice on what staff can do to help these students in their subject
- monitor students with literacy difficulties through IEPs and review meetings in line with the new SEN Code of Practice

## Teachers

All teachers should:

- model effective literacy strategies
- should ensure that they are familiar with the specific literacy demands of their subject and ensure sufficient coverage of these skills in their lesson planning
- should use agreed strategies and exam specification requirements to teach Writing, Speaking, Listening and Reading skills
- should be able to identify a student's literacy strengths and weaknesses and know how to build upon these in order to promote student progress
- should report on a student's standard of literacy at the Parents' Evening, as appropriate
- should promote a love of reading and be willing to discuss and display the books that they are reading
- promote reading around the subject
- adhere to the following literacy strategies from the Assessment, Marking and Reporting policy when marking students' work:
  - Teachers are asked to mark students' work using the following symbols:
    - ❖ sp: spelling (followed by the correct spelling)
    - ❖ p: punctuation
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  - In terms of presentation, teachers are asked to ensure that students follow the student presentation policy (see Appendix 1).

## **The Tutor**

The tutor should:

- actively support the school's reading policy by encouraging students to read in the designated tutorial sessions
- place importance on the scheme and ensure that it has a high profile within the tutor group
- find opportunities to praise students' achievements and show interest in their reading

## **The Librarian**

The school Librarian should:

- provide appropriate resources to support the curriculum
- track book borrowing statistics
- provide appropriate resources to support homework and other curriculum tasks
- support staff in teaching students how to research independently from a range of sources
- support the Accelerated Reader and paired reading schemes and report on AR

## **STRATEGIES**

### **Reading**

1. Across the whole curriculum teachers will provide activities for students to:

- read and follow written instructions
- read to explore and to develop understanding
- learn how to sift, select and take notes from the text
- learn how to access their textbook, including format and index
- learn how to select from written material, reformulate, question and challenge what they read in textbooks, encyclopaedias, and newspapers or from ICT sources

2. Teachers will provide reading material of high quality, which is up to date, relevant and balanced in its presentation of ethnicity, culture and gender and appropriate for age and ability of the students.

3. The English department will work with the pastoral teams in years 7, 8 and 9 to promote the use of Accelerated Reader. There will be regular quizzes and STAR reading tests to track reading ages and to promote reading growth. Consultation with English teachers, pastoral teams and students will be used to inform the purchase of books for the library to support the scheme.

4. There will be two reading tests set for both years 7 and 8 and one annual test for years 9 and 10. Selected Year 12 and 13 students will also sit a reading test in the autumn term. The analysis of

reading ages will be used to inform possible interventions co-ordinated by the SENCO and Progress Panel for the relevant year group.

5. Reading Ages will be displayed in Classcharts

## **Writing**

1. Across the curriculum teachers will provide activities for students to:

- use writing to plan and organise
- plan, draft, discuss and reflect on their writing, using ICT, where appropriate
- write for a range of purposes and audiences
- make notes in a variety of formats, e.g. mind mapping

2. Teachers will set writing tasks that have clear and immediate purposes are outcome driven and which are appropriate for the age and ability of the students concerned.

3. Teachers will teach students how to structure their writing using a variety of sentence structures, paragraphs and a wide range of punctuation, including higher order punctuation e.g. semi- colons, colons and brackets.

4. Where students are asked to write in a particular genre, e.g. a newspaper report, teachers will ensure that students are familiar with the appropriate style and conventions.

5. Teachers will correct errors in grammar, punctuation and spelling.

6. We will aim to:

- provide good models of particular kinds of writing
- provide frameworks where appropriate
- provide dictionaries and teach students how to use them
- where appropriate display key words in the classroom
- teach subject specific vocabulary and spelling
- encourage high standards of presentation

## **Speaking and Listening**

Across the whole curriculum teachers will provide activities for students to:

- listen and carry out instructions
- explore and develop ideas with others
- develop effective questioning skills
- work collaboratively with others

# **The Ilfracombe Academy: Student Presentation Policy**

## **Handwritten Work**

1. All written work must be completed in blue or black pen (unless directed by a member of staff).
2. Always put the date, in full, (or as otherwise directed) on the right hand side of the page.
3. All work should have a title and this should be centred.
4. When using paper, first and last names should be written in the top right hand corner of the page.
5. Name, date and title should be underlined once, using a ruler.
6. Space should be left between the date, title and beginning of the work.

## **Drawings/Diagrams**

1. Pencils should be used for all diagrams and drawings (unless otherwise directed).
2. Shading and colouring should be done in pencil crayon, when exercise books are being used.
3. All labels should be written in blue or black pen.

## **Corrections**

1. Mistakes should have one neat line through them – do not scribble out errors.
2. Corrections should be written neatly.
3. Liquid Tippex must not be used.
4. Graffiti is not allowed in or on exercise books.

## **Computer Written Work**

1. Two spaces should be left after a full stop, question mark or exclamation mark; one space should be left after all other punctuation.
2. One extra line should appear between paragraphs.
3. A spelling and grammar check must be completed carefully before printing.



**POLICY HISTORY**

Policy / Version Date	Summary of change	Contact	Implementation Date	Review Date
2014	Updated throughout	P Roberts	?	
May 2018	Further updates	S Marshall		