

The Market Weighton School

**Literacy Policy**

**Reading, Writing and Communication**

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**Rationale**

Students’ ability to read, write and communicate are vital skills that influence their progress in every area of the curriculum. Helping students to express themselves clearly orally and in writing enhances and enriches teaching and learning in all subjects. All departments and all teachers have a crucial role to play in supporting students’ literacy development.

 “All teachers should have a better understanding of the role literacy plays in their subject…and…[this will] enable them to understand how improved reading, writing and speaking and listening skills would help them make more progress in their own subject”. *Ofsted (2012 March), Moving English Forward.*

**Aims**

* to recognise that all teachers are facilitators of literacy through their subject
* to raise literacy attainment at every level of ability in all subject areas to ensure that we maximize the potential of every student
* to ensure that all students have the opportunity to become effective readers, writers and communicators
* to develop students’ confidence and self-expression
* to raise students’ own expectations of achievement, consequently raising standards
* to recognise that language is essential in supporting students’ sense of identity, belonging and growth

**Objectives**

* to involve all staff in the facilitation and assessment of literacy
* to devise whole school systems for literacy tracking and development
* to track progress of literacy efficiently and effectively
* to ensure all pupils and staff have high expectations of achievement in literacy and recognise it is everyone’s responsibility

**Management**

The AHT Literacy Lead will work closely with staff to lead and develop literacy by:

* developing an effective and coherent Literacy action plan
* planning, organising and leading staff training
* identifying key areas of focus across the curriculum
* carrying out regular audits of current practice and procedures across the curriculum
* sharing good practice across the school and ensuring that this is disseminated appropriately
* acting as lead coach for departments who need additional support embedding literacy
* working closely with the SENCO and Intervention group to ensure those students with below age-related literacy skills rapidly catch up with their peers

**Implementation**

All lessons include, and largely depend on, oral and written communication. Therefore, it is the responsibility of all curriculum areas to develop students’ reading, writing and communication skills.

The whole school curriculum will ensure that the literacy needs of all students are addressed in the following way:

* all departments will identify where they will plan, teach and mark to the key objectives in reading, writing and speaking and listening.

In all subjects, students should be taught:

* to express themselves correctly and accurately
* to use technical words appropriately and to spell them accurately
* to recognise and use Standard English
* to use accurate spelling, punctuation and grammar
* how to organise and present their writing in logical and coherent forms
* how to read for meaning and understanding

**Reading**

We want our students to enjoy reading, to be able to use their reading to help them learn and to develop increasing confidence and competence in reading so that they are able to:

* read fluently, accurately and with understanding and enjoyment for a range of purposes
* develop an interest in a variety of texts, both literary and non-literary
* become independent and critical readers and make informed and appropriate choices
* select information from a wide range of texts and sources including print, media and ICT and to evaluate those sources
* make effective use of the school and public libraries
* talk about the texts they are reading and share their enjoyment with others
* apply techniques such as skimming, scanning, and text-marking effectively in order to research and evaluate texts

**Teaching should create opportunities for students to improve their reading skills by:**

* using available data on students’ reading levels in order to make appropriate choices about texts and support with reading
* presenting reading tasks at a suitable level, differentiating when needed
* talking to students about structure, layout and form
* modelling different reading strategies to pupils (e.g. skimming, scanning, take notes, identify key points)
* promoting reading for pleasure and information to pupils
* sharing reading experiences

**Teaching should provide planned opportunities across the curriculum for students to:**

* read in short bursts as well as more extended reading
* read and follow written instructions
* understand texts as a whole as well as selecting individual points from a text
* summarise and reconstruct texts
* learn the specialist vocabulary of the subject as well as the use of the words in other contexts
* understand how texts are organised differently in different subjects
* access texts independently
* question and challenge printed information
* read with understanding and enjoyment
* use reading to research and investigate
* learn how to take notes from the text, to read to locate and relocate information
* learn how to scan for overall meaning and scan for key points, words and phrases

**Writing**

Many lessons include and depend on written communication. We want our students to develop increasing confidence and competence in writing so that they are able to:

* write in a widening variety of forms for different purposes and audiences
* develop ideas and communicate meaning to a reader using wide-ranging and technical vocabulary
* plan, draft and discuss their writing with confidence
* organise and structure sentences grammatically and whole texts coherently
* present their writing clearly using accurate punctuation, correct spelling and legible handwriting
* apply word processing conventions and understand the principles of authoring multi-media text
* develop an enjoyment of their own writing
* use writing to organise thoughts and aid learning

**Teaching should create opportunities for students to improve their writing skills by:**

* provide appropriate activities for all levels and abilities
* defining the appropriate writing style for pupils
* providing writing frames and support for less able students for writing in a range of forms
* providing annotated examples of writing in the subject, so that pupils understand what is required
* display useful phrases and sentence starters to help pupils link and develop ideas in writing (VCOP)
* teaching students to spell key subject vocabulary
* helping students with handwriting, spelling and presentation in their writing
* provide regular and appropriate constructive feedback on written work
* marking work using the common correction code (extract from Feedback and Marking policy below)

**Marking for Presentation and Literacy**

The purpose of marking for literacy is to improve the students’ ability to communicate accurately and effectively across the curriculum. This can be done in the following ways:

Marking against the literacy criteria made explicit to the student in advance. Identifying what has been done well and areas for improvement e.g. correct use of features of text type, paragraphing, use of specialist vocabulary, appropriate for audience and purpose, etc.

Secretarial’ marking – identify errors in spelling, punctuation and grammar. Try to identify patterns of errors and suggest strategies for improvement e.g. use the look – say – cover – write – check method to learn spellings; create a personal glossary; expect students to proof-read and amend every piece of work before submission.

Comment on presentation skills, legibility and handwriting - Give targets for improvement in writing accuracy, and expect a response from students. Check for progress and corrections in future work.

Staff should be able to demonstrate that they are marking for presentation and literacy, using all appropriate strategies outlined above over a suitable period of time.

**Marking for Presentation symbols**

t+d Title and date missing

ur Use a ruler

h Improve handwriting

**Marking for Literacy symbols**

sp Spelling

p Punctuation

CL Capital letters needed

// New paragraph needed

/\ Word(s) missing

gr Grammar

* ensure that students are writing for a range of audiences and purposes and understand the differences in these
* teaching them to understand the differences between Standard and non-standard English

**Teaching should provide planned opportunities across the curriculum for students to:**

* have whole class or small group discussion about what is to be written, sharing vocabulary, spellings and ideas for structuring writing
* be told explicitly about the audience for the writing and how this will differ from other work completed
* see a range of good and excellent writing examples for the type of writing required
* have some time to practice the skills involved for successful writing e.g. planning and drafting
* be encouraged to use drafting, writing in full sentences, using accurate punctuation and spelling
* make notes from a variety of sources
* learn the conventions of different forms of writing in different subject areas
* write at appropriate length
* write collaboratively with others

**As teachers of reading, writing and communication we should:**

* provide good models of writing for a range of styles
* help students to use a range of strategies to learn spellings, including:
	+ look – say – cover – write – check
	+ making connections between words with the same visual spelling pattern
	+ exploring families of words
* expect high standards of presentation
* provide lists of appropriate subject vocabulary and encourage students to use them

**Communication**

Students can develop their thinking through talking and there are many opportunities in the classroom to develop students’ communication skills. We want our students to develop increasing confidence in their communication skills so that they are able to:

* use talk to explore and evaluate
* adapt their talk for a wide variety of audiences and purposes
* use a wide and varied vocabulary
* clarify and express their ideas and explain their thinking
* listen with understanding
* respond to others sensitively and appropriately
* use talk to ask and answer questions
* solve problems collaboratively

**Teaching should create opportunities for students to improve their communication skills by:**

* providing planned opportunities across the curriculum for students to engage in purposeful talk, both formally and informally
* give students opportunities to listen for appropriate lengths of time
* give students regular opportunities to communicate in the following contexts:
	+ in pairs with a working partner (e.g. Think /Pair/Share)
	+ in small groups with opportunities to take on the roles of chair or scribe
	+ with the teacher or another adult
	+ in whole class discussions
	+ presentations to a wider audience
* In these contexts some of the following activities should take place:
	+ exploring and describing events, activities and problems, exploring and developing ideas with others
	+ reporting back to a wider audience in order to consolidate ideas and understanding
	+ asking questions as well as answering them
	+ speculating, hypothesising and imagining
	+ planning, organising and reviewing activities
	+ investigating and solving problems collaboratively
	+ evaluating experiences and reflecting on learning
	+ talking at length and adopting the ‘expert’ role

**Spelling**

Students should be encouraged to spell and copy words accurately and routinely check for spelling errors before handing in work. In marking students work it is important that they should be motivated by selective correction. It is useful to show a pattern in the students’ inaccurate spellings when correcting errors and to provide opportunities for them to carry out their own corrections using a dictionary if required. Other strategies to use include:

* visual displays of specialist vocabulary
* displays of common spelling rules and exceptions
* glossaries of words built up in students books

**Common correction code sp - spelling**

Students should be encouraged to engage with the common correction code and use this when peer or self-assessing their own and peers’ work. Students work should be marked using this to support with students understanding of the importance of good literacy skills across the curriculum.

Incorrect spellings should be written out 3 times in green pen during student response time.

**Across all subject areas, teaching will aim to improve the literacy skills of pupils by:**

* providing a range of materials to support the subject topic
* providing texts at appropriate readability levels for all pupils (the layout, size and clarity of print, length of sentences and vocabulary appropriate to pupils)
* designing activities that focus on identified subject vocabulary
* using the common correction code to support learning
* identifying common literacy errors in work and helping students to improve these

In order to ensure the whole school curriculum provides for the literacy needs of all students in these ways, **each subject** area will be expected to:

* have in departmental handbooks, statements addressing literacy provision within the subject, in line with this policy
* ensure that all schemes of work refer to reading, writing and communication and how these skills are demonstrated
* provide a range of practical strategies to encourage the development of literacy e.g. wall displays, subject specific spelling lists, common correction code
* use the common correction code consistently and accurately within marking
* support with whole school literacy projects e.g. Word of the Week, World Book Day, National Storytelling Week
* ensure that literacy foci are shared with students and delivered appropriately

**Monitoring, Evaluation and Review**

All staff have a responsibility to reflect on their own practice in promoting, teaching and marking of literacy. Those with leadership responsibilities have a further responsibility to ensure the policy is properly implemented in their specific areas. It is preferable in large faculties to nominate one person for the specific responsibility for Literacy development.

When undertaking learning walks and work scrutinies, leaders will expect to see evidence that this policy is being implemented consistently.

Teaching and learning policies at TMWS ensure staff are meeting the required Teacher Standards. Staff judged not to be meeting Teacher Standards may not progress up the pay scale and/or could be subject to capability/disciplinary procedures.