



The Market Weighton School

Literacy Policy

Reading, Writing & Communication

Policy Author	Andrew Warner
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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 teachers 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:

- planning, organising and leading staff training
- identifying key areas of focus across the curriculum
- 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 suitably challenging 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
- providing opportunities for extended writing at least once every two weeks (once per half term for subjects taught once a week)
- 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
- 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
- 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

- having 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
 - 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

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

- appreciate talk as a valuable area of learning
- appreciate the differences between standard English and non-standard dialect forms
- develop ideas through pair & group work, drama and role play providing feedback on progress
- discuss in small groups or pairs
- take part in whole class discussion
- present their ideas to the class
- prepare an investigation
- plan written work or other activities
- get information from one another
- make judgements on their own and others performance
- reflect and evaluate on what has been achieved
- use specialist vocabulary accurately

Spelling

Students should be encouraged to spell and copy words accurately. 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

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.

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:

- 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
- 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 in management positions have a further responsibility to ensure the policy is properly implemented in their specific areas.