

## **Literacy Policy**

<b>Start Date:</b>	<b>Spring 2018</b>
<b>Date of Next Review:</b>	<b>Spring 2021</b>
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<b>Responsible Committee:</b>	<b>Education Committee</b>

All teachers are teachers of literacy and as such, we, the staff of Haileybury Turnford School are committed to developing literacy skills in all students, in the belief that it will support their learning and raise standards across the curriculum. Students will be taught in all subjects to express themselves appropriately; to read and write accurately and with understanding.

### **Principles of Literacy Policy**

1. All staff share responsibility for pupil literacy.
2. Staff share responsibility for every pupil's attainment.
3. All elements of the literacy policy should be reflected across the curriculum and within lessons.
4. The term literacy includes all three components of language:
  - i. speaking and listening
  - ii. reading
  - iii. writing.
5. The literacy policy will reflect the needs of every pupil.
6. The new literacy policy will build on the strengths of existing practices and procedures.

### **Speaking and Listening**

All staff will seek to develop opportunities to include oral opportunities in lessons. We will teach students to use language precisely and coherently. We want our students to develop increasing confidence and competence in speaking and listening so that they are able to:

- clarify, develop and express their ideas and explain their thinking
- adapt their speech to a widening range of circumstances including paired and group discussions and speaking to a larger audience
- use varied and specialised vocabulary
- speak for a range of purposes e.g. to narrate, to analyse, to explain, to reflect and evaluate
- identify the main points to arise from a discussion
- listen with understanding and respond sensitively, appropriately and constructively

### **Practical application:**

To achieve this, our schemes of work and lesson plans will include specific reference to purposeful pupil Speaking and Listening opportunities. This involves, as appropriate:

- Structuring tasks in lessons so that students know the purpose for their listening, providing note-taking frames, active listening tasks as appropriate
- Planning carefully the size and organisation of groups, matching these to the purpose of the activity, ability of the students and the desired learning outcomes
- Modelling effective examples of successful speaking and listening for students
- Evaluating speaking and listening activities through teacher and AFL strategies
- Giving students the opportunity to deliver formal Speaking and Listening presentations, and, when appropriate, using these presentations as part of the formal assessment process

### **Actions**

- Review schemes of work and teaching plans to identify opportunities for structured approaches to student speaking and listening
- Include spoken outcomes for an activity as well as/instead of written outcomes
- Review teaching content and styles to provide a variety of student opportunities for speaking and listening, using a variety of formats, including individual, paired, group and whole class situations involving formal and informal exploratory discussions, problem solving, debates, formal presentations, etc
- Teach and reinforce subject-specific use of vocabulary
- Continue to focus on oral work and questioning in the classroom in order to increase motivation, pace and challenge in the classroom

## **Reading**

We recognise that reading is the key to improved literacy across the curriculum, as such 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
- 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
- apply techniques such as skimming, scanning, and text-marking effectively in order to research and appraise texts

Subject teachers will teach the technical and specialist vocabulary of their subjects – how to use and spell these words. Students will be encouraged to use the library and ICT.

### **Practical application:**

To achieve this, we are committed to providing:

- Subject specific vocabulary which students are encouraged to use regularly
- High quality reading material, which is up to date, relevant and balanced in its presentation of ethnicity, culture and gender; students have access to a good quality range of texts during lessons
- Dictionaries, glossaries and lists of appropriate subject vocabulary are readily available during lessons, which students are encouraged to use
- A classroom environment which is conducive to good literacy practice

### **Actions**

- Teach, and give opportunities to practise skimming for overall meaning, scanning for key points, words or phrases, or close reading
- Teach, and give opportunities to practise sifting and selecting information and taking notes from texts
- Teaching, and enabling students to infer and deduce meanings, recognising the writer's intentions
- Teach and give opportunities to research and investigate from printed words, moving images and ICT texts
- YR 7 tutors to devote tutor sessions to silent reading

## **Writing**

We want our students to develop increasing confidence and competence in writing, and particularly in extended writing, so that they can:

- write in a widening variety of forms for different purposes e.g. to interpret, evaluate, explain, analyse and explore
- develop ideas and communicate meaning to a reader using wide-ranging and technical vocabulary and an effective style, organising and structuring 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

Approaches could include offering models, frameworks, help with handwriting, spelling and presentational aspects.

### **Practical application:**

The school's units of work and assessment practices make clear:

- The purpose and intended audience for each piece of writing
- How pre-structured writing (writing frames) is used and gradually withdrawn as appropriate
- The vocabulary related to specialist subjects and the use of helpful spelling strategies
- The relevant ways of paragraphing writing and linking paragraphs
- How students are helped to develop the ability to synthesise information from different sources

## Actions

- Use the marking symbols when assessing students' written work.
- Using the modelling process to make explicit to students *how* to write
- Produce levelled/graded exemplar work
- Provide opportunities for a range of writing including sustained writing.
- Provide key words
  - *identify and display key vocabulary*
  - *revise key vocabulary*
  - *teach agreed learning strategies which will help students to learn subject spelling lists*
  - *concentrate on the marking of key subject words taking into account the differing abilities of students*
  - *test or revise high frequency words regularly*
- KS3 subject specific high frequency key words will be distributed and displayed. English teachers will also focus on these words.
- Literacy mats will be utilised in classrooms.
- Literacy focus will be highlighted monthly to all staff.