



*Burscough Priory
Science College*

LITERACY POLICY

(Reading, Writing, Speaking & Listening)

DRAFT

Literacy Policy (Reading; Writing; Speaking & Listening)

Context

In October 2012 Ofsted commented:

- Students have a love for learning.
- Teaching is improving, and is now good across the school. There are examples of outstanding practice across departments.
- The extensive changes that have been made have not yet been embedded and this has resulted in a lack of consistency in the way school policies are applied, particularly for assessment, literacy and homework.
- Continue to develop students' confidence to work independently.

Rationale

At Priory we recognise that literacy skills are essential for young people to reach their potential in school and fulfilling opportunities throughout life. Therefore, we need a rigorous whole-school literacy policy which is implemented across the curriculum, with teachers regarding themselves as teachers of literacy, regardless of their subject or specialism.

Our expectations are that:

- teachers seek every possible opportunity to improve students' literacy and they teach the key strands of literacy.
- teachers know the literacy barriers for students in their groups and adapt their teaching accordingly.
- data sheets should contain reading age.

Literacy strands

Section 1: Reading

- reading for enjoyment and wider reading
- reading to support the acquisition of knowledge
- developing reading skills
- support for struggling readers – interventions and phonics

Section 2: Writing

- writing for a range of specific purposes
- spelling, punctuation and grammar
- writing to support the acquisition of knowledge
- developing the stamina and skills to write extended texts successfully

Section 3: Speaking and Listening

- convey ideas confidently using Standard English,
- justify ideas with reasons, negotiate and evaluate
- ask questions to check understanding
- develop vocabulary and build knowledge

The implementation of the literacy policy will be monitored and reviewed during:

- lesson drop in sessions
- formal lesson observations
- book look and scrutiny sessions
- Head of Faculty feedback
- Student voice

The impact of the implementation of the literacy policy will be reviewed by:

- analysis of reading age data (whole school, case studies and other groups)
- analysis of progress and achievement data (English, including nurture group)
- student voice
- staff voice

Section 1: Reading

- Literacy foci aim to encourage teachers to adopt a whole school approach through strategies which teachers can implement into lessons regardless of subject.
- All teachers work closely with the Special Needs department and the Literacy Coordinator, so that the specific needs of all students are addressed in order that they have access to the curriculum.
- The reading age of students is ascertained at the beginning of Y7 and regularly updated in KS3. All teachers have access to this information and use it to assess the literacy needs of individual students.
- All subject teachers are aware that students with a reading age of less than 10 years, may not be able to access reading materials used in lessons and will need differentiated support. Similarly, able readers will be effectively challenged with reading material appropriate to their ability.
- Independent reading and reading for pleasure is given a high status by teachers and senior leadership in the school. Students are expected to carry a fiction book as part of their essential equipment. Silent reading is built into the curriculum.
- In all subject areas, students are given the opportunity to engage with texts which challenge and develop understanding.
- A new 'literacy focus' is adopted every half-term. Strategies are provided via the Literacy Co-ordinator for teachers integrate into their teaching as and when they are required.

Section 2: Writing

- All teachers use the 'Marking for Literacy' checklist when deemed appropriate to enhance their marking of written work. The 'Marking Abbreviations' used in marking for literacy are displayed in the students' homework diaries.
- The learning of spelling and definitions of 'key words' is a regular feature of lessons and homework in subject areas.
- Students' spelling age is assessed on arrival at Priory and regularly throughout KS3. This information informs all subject teachers' focus on the teaching of spelling within their subject area.
- Teachers set literacy targets for students when appropriate as well as subject specific targets as part of assessment feedback. Students and teachers are encouraged to maintain a 'learning dialogue' concerning the literacy targets, in order to highlight the importance of 'literacy across the curriculum' as well encouraging the transference of skills across all subjects.
- A new 'literacy focus' is adopted every half-term. Strategies are provided via the Literacy Co-ordinator for teachers integrate into their teaching as and when they are required.

Section 3: Speaking and Listening

- All teachers are aware of the importance of cooperative learning in the classroom and employ a range of techniques to make the most of the benefits of shared learning, problems solving and investigative learning.
- Seating plans in the classroom are used to make the most of groupings which enhance cooperative learning.
- In all subjects, students are given the opportunity to make purposeful presentations which allow them to speak at length and with authority, showing robust independent learning.
- Teachers encourage students to employ higher order thinking skills through the use of questions and problem setting, which stimulates robust independent learning.

Appendix 1

The Development of Student Literacy – Feedback and Marking Policy and Expectations

In order to create an effective feedback system that is easily understood by students there is a need for diagnostic marking to be consistent across the school. In order to achieve this there is an expectation that when marking students work all staff will:

Annotations	Use
sp	Spelling. - Teachers must identify spelling mistakes of words which are on the ' 25 words most often misspelled by pupils ' list in the homework diaries. They should also correct the identified ' key words ' for that current topic. These corrections should be written, by the teacher, in the margin or 'sp' should be used and pupils look the word up in the dictionary. Pupils must then write the correct word in the margin. They should also write the correct spelling on the spelling page in their homework diary. Pupils should be encouraged to use the ' look, say, cover, write, check ' method for learning spellings. Allow pupils time to write corrections.
P cp	Punctuation. - 'P' should be written in the margin to accentuate the correction. Teachers should also identify problems with capital letters(cp) (at the beginning of a sentence); capital letters (for proper nouns); apostrophes (for abbreviation); apostrophes (for possession); commas; quotation marks, question marks and direct speech punctuation, where appropriate.
NP//	New Paragraph. - All teachers should indicate where a new paragraph should begin by writing 'NP' in the margin and '// ' where it should begin. Teachers should explicitly teach the rules for starting a new paragraph and the importance of ' topic sentences ' at it applies to their subject. All teachers should specify the difference between paragraphs when hand writing (do not leave a line- indent) and paragraphs when typing (leave a space - do not indent).
LT	Literacy target. - Where appropriate, include a ' literacy specific ' target as part of assessment feedback/ 'EBI'/ 'MRI'/ 'wish' etc. in addition to subject specific targets.

Appendix 3

Framework for School Inspection - Ofsted Outstanding Grade Descriptors

Note: These descriptors should not be used as a checklist. They must be applied adopting a 'best fit' approach, which relies on the professional judgement of the inspection team. The exception is that teaching must be outstanding for overall effectiveness to be outstanding.

- 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. For younger children in particular, phonics teaching is highly effective in enabling them to tackle unfamiliar words.

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