

Literacy Policy

“What does the Lord ask of you? To act justly, to love mercy and to walk humbly with your God.”

(Micah 6:8)

Contents:

Statement of intent

1. [Key roles and responsibilities](#)
2. [Reading guidelines](#)
3. [Writing guidelines](#)
4. [Speaking and listening guidelines](#)
5. [Use of data](#)
6. [Key stage 3](#)
7. [Key stage 4](#)
8. [Monitoring and Evaluation](#)

Appendices

- i. [Literacy foci](#)
- ii. [Literacy Marking Symbols](#)

Statement of intent

In our school, our Christian vision shapes all we do. All members of the school community are committed to upholding the St Michael's Church of England Christian values:

- to show love, care and kindness to all in our community
- to value what we have and to share with others
- to enable everyone to achieve their full potential

Sound literacy skills are essential for progress across the curriculum and to enable students to function effectively in adult life.

All teachers have a responsibility to develop students' competence in reading, writing, speaking and listening in their own subjects and to ensure that students become competent users of language, and can access the curriculum effectively and achieve their potential.

The development of literacy skills across the curriculum will be implemented according to the following guidelines:

- Department schemes of work will specify how literacy skills are reinforced within their subject areas.
- Staff will follow whole school policies on marking and literacy.
- Students lacking basic literacy skills will be identified at transfer, using reading and spelling tests within English.
- In Key Stage 3, literacy support will target students most in need of support who will receive extra help via withdrawal and in class support.
- The SENCO and Head of English will advise teaching staff on supporting students with reading and writing difficulties.

"Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society." UNESCO

All teachers are teachers of literacy. As such, the staff of St Michael's Church of England High School are committed to developing literacy skills in all of our students, in the belief that it will support their learning and raise standards across the curriculum, because:

- students need vocabulary, expression and organisational control to cope with the cognitive demands of subjects;
- reading helps us to learn from sources beyond our immediate experience;
- writing helps us to sustain and order thought;
- language helps us to reflect, revise and evaluate the things we do, and on the things others have said, written or done;
- responding to higher order questions encourages the development of thinking skills and enquiry;
- improving literacy and learning can have an impact on students' self-esteem, motivation and behaviour. It allows them to learn independently. It is empowering.

Signed by

Headteacher: _____ Date: _____

Chair of Governors: _____ Date: _____

1. Key roles and responsibilities

- 1.1. The Governing Board has overall responsibility for the implementation of the Literacy Policy and procedures of St Michael's Church of England High School.
- 1.2. The Governing Board has overall responsibility for ensuring that the Literacy Policy, as written, does not discriminate on any grounds, including but not limited to ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- 1.3. The Governing Board has overall responsibility for reviewing the Literacy Policy annually.
- 1.4. The Headteacher has responsibility for handling complaints regarding this policy as outlined in the school's Complaints Policy.
- 1.5. The Headteacher will be responsible for the day-to-day implementation and management of the Literacy Policy of St Michael's Church of England High School.
- 1.6. The Associate Assistant Head (Literacy) will be responsible for liaising with teachers across all of the departments to facilitate the delivery of cross-curricular literacy skills.
- 1.7. The English department will be responsible for teaching basic literacy skills.
- 1.8. Teachers will be responsible for developing literacy skills across their subjects with the support of the Associate Assistant Head (Literacy) and the English Department.
- 1.9. The Literacy Working Party will promote and lead literacy across the curriculum.

2. Reading guidelines

- 2.1. Students in Year 7 and Year 8 should start each day with a session of silent reading in registration if not in engaged in other tasks as directed by the form tutor. All Year 7 and 8 students must have a reading book each day.
- 2.2. Key stage 3 students should always have an appropriate reading book. If staff members have concerns as to the suitability of any book, they should liaise either with the English Department or with the Library Manager.
- 2.3. All students have access to books from the school library. Students should also be encouraged to join their local public libraries.
- 2.4. All staff should be aware of the specific requirements of their subject and should prepare students where necessary. This could mean, for example, producing a glossary of specific terms used in a particular examination, topic or textbook, as many staff already do. Staff should also, where appropriate, reinforce reading/study skills techniques taught in English such as skim-reading, scanning, note-taking, underlining key words etc.
- 2.5. Staff will take account of the literacy demands made by students in their lessons and plan support strategies to assist students, e.g. active reading strategies.
- 2.6. Staff should plan opportunities for students to show they understand information conveyed in different forms of text and from different sources.

2.7 Students identified as having a reading age below 9.8 will follow the Fresh Start programme.

3. Writing guidelines

- 3.1. Staff will encourage accuracy in writing by following the school's marking policy.
- 3.2. Throughout the year, staff will reinforce skills with students whenever they are engaged in writing tasks.
- 3.3. Staff will encourage students to use a neat, cursive handwriting style and insist on a neat presentation. Students with poor handwriting should be referred to the SENCO who will liaise with the appropriate staff to implement support. In some cases, students may be given an ILD to be used in lessons. It is envisaged that these students will be referred for concessions concerning this, at the appropriate time.
- 3.4. Staff will assist students in the organisation of their writing, and will provide effective models and writing frames where appropriate to support students with their writing.
- 3.5. Staff will help students to select appropriate expression in writing, according to the task and type of writing required, by teaching the appropriate conventions.
- 3.6. Departments will identify subject specific vocabulary that has to be learned each half term together with complementary academic/challenging vocabulary.
- 3.7. Staff will promote academic vocabulary by using the language continuum integrating this into their planning where appropriate.
- 3.8. Staff will reinforce basic skills in writing, reminding students of the importance of basic punctuation and paragraphing in the context of their work.
- 3.9. Staff will access the literacy toolkit to support their understanding of correct grammar, punctuation and spelling.
- 3.10. Students will be encouraged to plan and check their work. Staff should plan opportunities for students to convey meaning in a range of forms for different readers/audiences.
- 3.11. Departments will liaise with the English Department when including literacy tasks such as newspaper articles, letters etc.in order to reinforce writing conventions.
- 3.12. Staff will address the half-termly literacy focus in their planning and marking.
- 3.13. Staff will ensure that the school guidelines on presentation are displayed in their teaching rooms.

4. Speaking and listening guidelines

- 4.1. Staff will encourage the development of speaking and listening through activities within each unit of work.
- 4.2. Staff are to plan opportunities for students to speak articulately in a range of contexts and for different purposes.
- 4.3. Systems such as collaborative group work structures are to be used to ensure active participation in group and class discussions.

- 4.4. Staff will speak in standard English when interacting with students and correct grammatical errors in students' talk.
- 4.5. Students will be encouraged to use standard English in formal settings.

5. Use of data

- 5.1. Reading data for Key Stage 3 students will be available for all staff on Go 4 Schools. Staff can then plan appropriately.
- 5.2. Reading data will be collated three-times a year. Students identified as behind their chronological age will be referred for intervention.
- 5.3. Spelling ages for Key Stage 3 students will be available for all staff on Go 4 Schools.
- 5.4. Spelling data will be collated twice a year. Students identified as behind their chronological age will be referred for intervention.
- 5.5. The English Department is responsible for assessing literacy formatively.
- 5.6. Departments should refer literacy issues to their literacy link teacher in the English Department.
- 5.7. Progress in literacy will be measured by interim data together with progress in reading and spelling ages.

6. Key stage 3

- 6.1. Students at Key Stage 3 will be taught the following literacy skills across the curriculum:
 - To spell and use an extensive and challenging vocabulary.
 - Word grammar.
 - Sentence grammar.
 - Reading and comprehension.
- 6.2. In English, students at Key Stage 3 will be taught to:
 - Develop an appreciation and love of reading, and read increasingly challenging material independently.
 - Understand increasingly challenging texts.
 - Read critically.
 - Write accurately, fluently, effectively and at length.
 - Plan, draft, edit and proof-read.
 - Speak confidently and effectively.

7. Key stage 4

- 7.1. Students will be taught to:
 - Read critically with a high level of comprehension.
 - Summarise and synthesise information.
 - Evaluate a writer's choice of vocabulary, form, grammatical and structural features.
 - Compare texts.
 - Produce clear and coherent text and write effectively for a range of purposes.
 - Write for impact.

- Present information and ideas vocally.
- Respond to spoken language.
- Use standard English whenever and wherever is appropriate.
- Use a wide and varied academic vocabulary.
- Use subject specific terminology appropriately.
- Use a wide and varied vocabulary in imaginative and transactional writing.

8. Monitoring and Review

8.1. This policy will be monitored every year.

8.2. The policy will be reviewed by the Governing Board every two years.

Appendices

Literacy foci

| TERM | FOCUS | DATE | ACTIVITIES | STUDENT COMMENT |
|------|-------------------------------|------|------------|-----------------|
| 1A | CAPITAL LETTERS AND FULLSTOPS | | | |
| 1B | PARAGRAPHS | | | |
| 2A | APOSTROPHES | | | |
| 2B | COMMAS | | | |
| 3A | SUBJECT VERB AGREEMENT | | | |
| 3B | SEMI-COLONS AND COLONS | | | |

Literacy Marking Symbols

| Marking Symbol | What it Means |
|----------------|--------------------------------|
| Sp | spelling mistake |
| Gr | grammatical error |
| Vo | vocabulary choice |
| P | punctuation error |
| Awk | awkward wording |
| ^ | missing word |
| // | You need a new paragraph here |
| Cap | You need a capital letter here |