

Bishop Chadwick Catholic Education Trust



St Anthony's Girls' Catholic Academy

Policy type:	School
Policy: 23	Literacy Policy
Ratified by MAT Directors:	December 2020
Head Teacher signature:	<i>M. Shepherd.</i>
Chair of Directors signature:	<i>Sr. M. Josepha</i>
Review Date:	December 2021
Ownership:	M. McDonagh (Deputy Head) working with A. Pickering (Literacy Co)

This policy has been developed in line with our Mercy ethos and to take into account statutory obligations and local and national guidance.

Rationale

Literacy underpins the school curriculum by developing students' ability to speak, listen, read and write for a wide range of purposes: using language to learn and communicate, to think, explore and organise. Helping students to express themselves clearly, both orally and in writing, enhances teaching and learning in all subjects. All departments and all teachers have a crucial role to play in supporting students' literacy development.

Whilst developing student's potential in all literacy strands, we will focus on the development of reading, and particularly reading for pleasure, recognising the direct impact this can have on a student's cognitive and social communication development. Using an effective programme of assessment and intervention we will aim to develop students' reading potential using reading age data from term one to inform intervention and planning, with further assessment to evaluate and monitor throughout the year.

Reading Data will be assessed in the following ways during 2016-2017:

- Star Reader and Accelerated Reader will be used for all KS3
- Year 10 and 11 will be assessed using NFER reading tests.

Principles

1. Literacy involves the skills of reading, writing and communication by speaking and listening.
2. Literacy is important because it enables students to gain access to subjects studied in school, to read for information and pleasure and to communicate effectively.
3. Poor levels of literacy impact negatively on what students can do and how they see themselves.
4. Good literacy skills are a key factor in raising standards in all subjects.
5. Literacy is best taught as part of the lesson, not as an 'add on'.
6. All teachers need to give explicit attention to the literacy needed in their subject.

Guidelines

In order to improve literacy skills it is important students are given the opportunity to practise them. All teachers are responsible for the teaching of literacy and should ensure that they create opportunities for students to develop skills in a variety of ways covering all three strands. Although the following deals separately with the three strands, it should be remembered that the three are interdependent. In all three strands it is important that students are reminded of the use of Standard English, the difference between Standard English and colloquial or dialect forms and between formal and informal expression.

Speaking and Listening – *language helps students to prepare, reflect, revise and evaluate the tasks they undertake, and on the things they have said and done.*

- In all subjects, where appropriate, there will be planned opportunities for students to engage in purposeful talk, both formally and informally.
- In planning for purposeful talk, thought should be given to the purpose, audience and expected outcome.
- It should be recognised that listening and responding appropriately are also essential communication skills.
- Students should be given opportunities to speak and listen in different contexts such as in pairs.

All staff will:

- Lead by example, ensuring Standard English is used at all times and is expected in response.
- Encourage the correct use of English in the classroom.
- Encourage students to correct speech when errors are drawn attention to.
- Create opportunities for talk including: in small groups with opportunities to fulfil the role of chairperson or scribe; whole class discussions; with the teacher or another adult; making presentations to a wider audience.
- Examples of activities would be:
 - Reporting back to the class after paired or group discussion;
 - Exploring and describing problems, activities etc.;
 - Planning, reviewing, hypothesising;
 - Talking at length as an 'expert' on research completed personally;
 - Taking on a particular role.

Reading - *Reading helps students to learn from sources beyond their immediate experience and inspires them to acquire knowledge.*

- Across the curriculum, where appropriate, there will be planned opportunities for reading as part of teaching and learning. (This may involve printed texts and/or texts read on screen.)
- In planning for reading activities, thought should be given to the level of difficulty of the text, the type of text in use, the purpose of reading and the specific reading skills required.
- Available data, such as reading ages in **KS3 and KS4**, should be used to make choices about texts which will be appropriate for students, whilst maintaining a level of challenge. It is a first requirement that students should read with understanding.
- **In all key stages and in all subject areas, suitably comprehensible reading materials are to be chosen to match the ability and reading ages of the group being taught. It is a requirement that students are able to comprehend the text being read.**
- Across the academy, there will be a positive approach to the promotion of reading literary texts.

All Staff will:

- Provide opportunities for reading as a class, in groups and as an individual.
- Encourage reading for pleasure following school Accelerated Reader programme at KS3.
- Promote reading by demonstrating a positive and enthusiastic engagement with literary texts.
- Encourage further reading around the subject.
- Select reading materials that are accessible and comprehensible by all students being taught.
- Set reading and research tasks as part of class work and/or homework focused on books/newspapers/ online articles.
- Promote skimming and scanning skills in lessons.
- Develop students' ability to locate and retrieve information; to select and interpret information; to collate supporting details within.
- Examples of activities would be:
 - Reading to locate and use information;
 - Reading to extract information and summarise or make notes from the text;
 - Read and follow written instructions;
 - Read to challenge or explore printed materials and media texts;
 - Skim a text for basic content;
 - Scan a text for key points, words or phrases;
 - Read and analyse literary texts.
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- To facilitate some of these activities students might be directed to annotate, highlight, or underline as they read.

Writing – *Writing helps students to sustain and order thought.*

- Across the curriculum, where appropriate, there will be planned opportunities for writing, using different text types and for different audiences.
- In planning for writing, thought should be given to the purpose of the writing: to explain, describe, inform, persuade, argue, analyse, comment etc.
- Writing scaffolds and teacher modelling will be used, where appropriate.
- Students should be clear about the intended audience for their writing, if it is not simply the teacher.
- Clear guidelines should be given about the form to be used: essay, letter, magazine article, lab report, design brief etc.
- Students should be clear about the requirements of a written response, so that they know when it is appropriate to write in note form, and when continuous prose is required.
- **Across the curriculum, there will be planned opportunities to write extended pieces appropriate to task and purpose, and opportunities to develop extended writing skills in all subject areas.**

All staff will:

- Expect high standards of writing and presentation. Staff may model requirements if necessary.
- Model all pieces of writing, ensuring students understand the tone and structure that is expected. Writing scaffolds may be used.
- Correct spelling, punctuation and grammar within any writing tasks.
- Ensure students are given correct spellings of subject specific vocabulary.
- Departments should provide dictionaries, or word lists, of subject specific or Standard English vocabulary, and encourage students to use them.
- Help students to use a range of strategies to learn spellings e.g. look-say-cover-write-check, making connections between words with the same visual spelling pattern.
- Insist on the use of full sentences within writing tasks.
- Provide opportunities for students to plan and produce extended pieces of writing, and to develop their extended writing skills.

Examples of activities would be:

- Making notes from a variety of printed sources, including moving image and ICT texts;
- Writing to plan and organise;
- Use drafting and discussion to improve writing;

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- Provision of a model text, or modelling of the writing process in order to learn the conventions of writing in forms appropriate to the subject area;
- Writing in collaboration with other students;
- Writing sentences, paragraphs or longer texts as necessary and appropriate;
- Writing for display or publication.

Marking should be carried out in accordance with the school policy on marking for literacy: see Appendix below.

Appendix

1. Marking for literacy

- All students need to be able to engage effectively, in all subjects, through reading, writing, speaking and listening.
- Literacy underpins success in every subject so it should be a planned part of every lesson.
- Across the curriculum, in all subjects, literacy objectives reinforce some subject-specific objectives.

2. The purposes of whole school marking for literacy

As part of AFL -

- To enhance and increase students' ability to engage with subjects across the curriculum through reading, writing, speaking and listening.
- To enhance and increase students' ability to communicate their subject knowledge and understanding effectively.
- To give feedback to students that will help them to improve their uses of literacy in all subjects.

3. Marking

- All marking for literacy will involve some proof-reading of written texts.
- Literacy marking is more than proof-reading, and should draw attention to style (such as sentence structure, paragraphing, use of Standard English, subject specific expression and terminology) in addition to spelling and punctuation; comments should be constructive and should offer specific advice.
- Feedback to students must **indicate where improvements can be made in literacy in order to communicate ideas more effectively**. This will include **correcting** mistakes.

1. Subject specific spellings should be crossed through diagonally / and the correct spelling written clearly at the side of the page or above.
2. Other common words should be corrected in the same way.
3. Any spelling need only be corrected once.
4. Capital letters and full stops should be inserted when missing. Other punctuation should also be corrected.
5. If a new paragraph should have been indicated, mark with two diagonal lines through the text at that point //