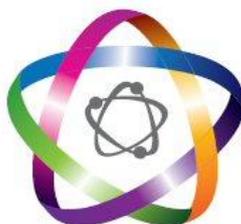


POLICY DOCUMENT No P10



DEBENHAM HIGH SCHOOL

A Church of England High Performing Specialist Academy



LITERACY POLICY

This policy is reviewed every three years

History of Document

Issue No	Author/Owner	Date Written	Approved by Governors on	Comments
Issue 1	L Ramsay	May 12	19 June 12	First issue
Issue 2	L Ramsay	June 15	Oct 2015	Review and minor amendments
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Preamble

The aim of the Literacy Policy is to outline Debenham High School's approach to Literacy. This Policy will be reviewed every three years. Each Year a Literacy Action Plan that addresses key issues in literacy within the school will be written by the Literacy Co-Ordinator. This Action Plan will be published on the Website and will be available in paper copy if the Literacy Co-ordinator is asked.

1. Introduction

All teachers are expected to develop the communication skills of all students, including, speaking and listening, reading, writing and those of ICT. We believe that every teacher is a teacher of English and literacy.

To raise standards of communication, reading and writing we endeavour to make sure that:

- all staff have a clear understanding of how literacy skills can help them improve outcomes in their own subject areas;
- all staff understand why explicitly teaching literacy is so important;
- all staff have the appropriate knowledge of what constitutes effective literacy in terms of accuracy and expression;
- all staff have a toolkit of strategies which they can draw upon to support students in developing and applying these skills;
- all staff are consistent in their use of terminology when discussing literacy;
- all staff make the teaching of these skills an explicit part of every curriculum area.

2. Across the school we will:

- ensure communication, reading and writing has a high profile in the school, both for progress and for pleasure;
- create a positive and attractive environment which celebrates communication, reading and writing;
- ensure that use of the Resource Centre to support independent reading is an integral part of pupils' learning and their extra - curricular time in which they read for pleasure;
- staff will act as role models for students;
- raise parents' awareness of the central role of literacy in their children's development;
- ensure that there are planned activities in the curriculum to allow pupils to develop literacy skills;
- ensure that a range of reading materials is available at appropriate levels of interest and difficulty and balanced in its representation of ability, culture, gender and sexuality;
- encourage the use of dictionaries, thesauruses and ICT programmes to support individual learning;
- ensure subject areas are teaching the literacy elements central to their curriculum delivery;

- ensure intervention programmes are in place for students with low levels of literacy and monitor their effectiveness;
- identify and share excellent and good practice in the teaching of literacy;
- provide a range of CPD on teaching communication, reading and writing;
- appoint a Literacy Co-Ordinator to lead, monitor and evaluate progress.

3. Across the curriculum we will:

Use the Education Endowment Foundation's guidelines for teaching literacy in secondary schools as a basis for our approach. There will be a focus on disciplinary literacy; staff will teach students the specific way in which communication happens within their subject discipline. In this way, students will be supported in making secure academic progress and also to experience an authentic learning experience.

Within the curriculum, there are six key areas in which all staff are expected to make a positive contribution to literacy through their subject:

a. Demonstrating writing

It is critical that students are given support to develop their writing. Teachers should be clear about how to write for specific audiences and in different scenarios – for example in Science – what language do we use to write up a practical investigation?

Teachers should make conventions explicit through demonstration, building up, or breaking down longer answers collaboratively.

Students should be taught how to listen for key words and structures in discussion.

b. Allowing meaningful classroom talk to orally rehearse ideas

We must give students time to explore their thinking through conversation with others. Opportunities should be taken to allow students to share their thoughts and develop their understanding before whole class oral or written responses.

c. Teaching Tier 2 and 3 vocabulary and spelling

Key vocabulary should be highlighted and accurate spelling expected and corrected. Ways to remember how to spell key words should be used where helpful:

Visuals e.g. Be-LIE-ve (never believe a LIE)

Mnemonics e.g. Necessary (Never Eat Chips Eat Sausage Sandwiches And Raspberry Yoghurt)

Sounds e.g. Govern+ment

Focus also on how words are structured, including an understanding of prefixes; suffixes

d. Explicitly teaching reading skills

When conducting research and reading longer text teachers should be explicit about reading skills. How do we skim, scan or read for detail?

e. Teaching effective research skills

Students are given clear support about how to conduct research tasks. How can you tell a reliable website? What is the role of a search engine and how do they work? How can you tell the reliability of a source? What should you do if you can't? How do you make notes on text? What is the important information to include?

f. Making handouts reader friendly

Consider the presentation of all work given to students. Does it support those who find reading difficult? Does it highlight key vocabulary? Does it break down text and allow students to access the content at different levels? Does it use text, emphasis, pictures and graphs to distinguish or reinforce key words or concepts?

3. Marking literacy

Students will receive regular feedback on the accuracy of their written work. Teachers across all subjects will use the symbols/codes shown below to highlight mistakes. These codes are included in the student Log Book. Teachers will use their professional judgement when marking to ensure that pupils do not have an excessive number of corrections to make.

Staff will expect students to correct spelling mistakes as part of their learning.

You should take time to make corrections of your mistakes and consider how you will make improvements next time.

○ Put an extra full stop in this line where needed

// You need a new paragraph here

Cp You need to sort out capital letters in this line by either putting them in where needed or taking them out where not needed.

Sp Practise this spelling by writing it out four times using the Look, Say, Cover, Write, Check method

h You have used the wrong version of a homophone. Practise using the right version by writing four sentences with it.

^ You have missed out a word here.

_____ This bit needs rewriting to make it flow more smoothly.

Pn Punctuation needs reviewing in this line eg commas, apostrophes.

T You need to check your work for correct tense.