

Queen Elizabeth's Grammar, Alford

A Selective Academy



Literacy Policy

Rationale

Competence in literacy is essential for students' success across the curriculum and is therefore a central concern for all departments and the shared responsibility of all classroom teachers. A number of literacy skills are universally important and require a whole-school approach; however, departments also have diverse literacy priorities within their subject and, often, within particular key stages. Department **schemes of work** will clearly outline the literacy skills relevant to each topic. This policy is therefore accommodating of those varying demands within the broader framework, and does not expect a one-size-fits-all approach to whole-school literacy.

Whole School Framework

Reading Much recent research has provided substantial evidence that pupils who regularly enjoy reading perform better academically and retain information more effectively, and pupils who read fiction enjoy better mental health. Reading for pleasure and wider reading around subjects should be promoted across all year groups, and the Library Officer can support departments by providing resources for specific activities or topics, by recommending well-reviewed books and by purchasing appropriate texts for the library.

To ensure all students recognise the value of reading, teachers should adopt the following strategies where appropriate:

- Form tutors should support the weekly registration-time reading focus. Classroom collections of fiction and/or subject-specific resources can be used to support more reluctant readers.
- Teachers can model good reading habits by also reading during the registration-time sessions, discussing their own reading choices, taking an interest in students' reading (and allowing students to share their enjoyment of reading with each other), promoting the library and encouraging reluctant readers to try different books without judgement of quality or level of challenge.
- Setting engaging reading as a home learning task

Oracy Purposeful dialogue that is focused on the exploration of complex ideas extends student thinking and creates the conditions for retaining and then using important knowledge. Through informed debate, argument, and persuasion, students are cognitively stretched, and the cycle of talking before writing is well established as sound pedagogical practice. (source: udutopia.org). Subject teachers should, therefore, seek out opportunities to use talk regularly in the classroom, as well as teaching and modelling good oracy skills.

Writing Subject teachers should teach both the spelling and understanding of specialist terms, including key vocabulary and exam command words, along with the stylistic conventions of subject specific writing. Key terms should be written as well as spoken to support students who benefit from multi-sensory teaching. The displaying of key terms in subject rooms is strongly recommended.

There should be an expectation that students carefully proofread all longer written responses for clarity and accuracy before submitting their work for assessment, to encourage good habits. The table below indicates the symbols to be used to indicate when errors have been made in written work. Teachers should use their judgement to provide differentiated feedback, to ensure the



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appropriate degree and type of correction is given to individual students, for example focusing only on key terms and high frequency spelling errors for students with dyslexia, or expecting a wide range of punctuation to be used with consistent accuracy for very able students.

Error	Guidance	Marginal Notation
Spelling	New vocabulary / words outside normal vocabulary should be written out correctly in the margin. Familiar / high frequency words and homophone errors can be indicated, leaving the pupil to make correction. Repeated errors need only be identified.	sp
Grammar	Non-standard grammar e.g. incorrect agreement of subject and verb ('we was') should be identified.	gr
Punctuation	Omitted or incorrectly used punctuation should be identified, with the following marks being of most importance: <ul style="list-style-type: none"> • sentence demarcation • capital letters – starts of sentences and proper nouns • apostrophes Additional punctuation errors can be identified depending on the number of errors and the level of competence of the student.	P
Expression	Weak or clumsy expression, lack of sophistication or phrases more suited to informal spoken language should be indicated.	exp
Tense	Errors / inconsistencies in the use of tenses (e. g. using the past and present to refer to the same situation within part of a response) should be identified	t
Paragraphing	Failure to paragraph appropriately should be identified, with the sign inserted where the new paragraph should begin.	//

Subject Specific Literacy

Within departments, specific literacy skills take on particular importance, for example students' use of precise language in key stage 3 Science, or regular and ambitious wider reading in key stage 4 History. To this end, departments identify their own priorities and teaching methods within their own curriculum plans, and work in partnership with the English department and, where appropriate, the Library Officer, so that the appropriate resources, expertise and time can be given to the effective teaching and support of these skills. In particular, the English department works with other subjects to support the introduction or reinforcement of key subject-specific literacy skills or knowledge in Y7.

The English Department's Role

The English Department has responsibility for the initial teaching of the technicalities of language use and the revision of these skills through all key stages. All Y7 pupils receive a weekly Literacy Lesson where skills and knowledge from KS2 are revised and practised, and new skills and knowledge introduced. Literacy skills then remain central to the English curriculum. The English Department, in partnership with the Library Officer, also takes the lead in encouraging and supporting reading for pleasure, with regular time given to the enjoyment of reading in all key stages, as well as teaching the necessary skills for, and assessing, students' spoken language, most



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explicitly in Years 9 and 10. The English Department works closely with the SEND Department to identify and support students with literacy difficulties, through the administration of the standardised spelling test in Y7, through regular discussion of individual pupils in all year groups, and through the setting of SMART targets for SEPPs if students require something additional to or different from the in-class differentiation.

See also the **Special Educational Needs Policy**.

