

SHIRLEY HIGH SCHOOL PERFORMING ARTS COLLEGE

WHOLE SCHOOL LITERACY POLICY

Literacy is regarded now as covering speaking, listening, reading and writing; whereas in the past definitions of literacy focused just on the ability to read and write.

Philosophy

Shirley High School is committed to the promotion and delivery of literacy across the whole curriculum. We recognise that students should be taught across the school to express themselves correctly and appropriately, to be able to read accurately and with understanding and to recognise and to use standard English.

Literacy must be embraced by the whole school, with each member of staff making a contribution towards a common goal.

Principles

- Responsibility for whole class teaching should be clearly allocated to appropriate departments to avoid contradictory messages and to ensure that progress is made.
- All students should be introduced to subject specific vocabulary, including key words, that they need for understanding their work in that subject.
- Reading comprehension is a key literacy and exam skill that should be developed within all subject areas.
- Reading as a life skill and for enjoyment is encouraged. All students are expected to have a private reading book and there is an expectation that they read at least one book per term. This expectation is monitored monthly by tutor groups and coordinated by the school's Literacy Co-ordinator.
- Levels of text should be appropriate to the needs of the student, if necessary, from a different key stage.
- Spelling is the responsibility of all staff, and that the approach should be consistent across departments.
- All students should be able to spell regular and most irregular words appropriate to their Key Stage and Level needed for their school work.
- Spelling should be addressed early in Year 7, to establish a range of strategies to work out practices and attitudes that can be built on in other years.
- Students with dyslexia may never achieve being able to spell all regular and most irregular words.

Method and Purpose

The purpose of the Literacy Policy is to ensure that:

- Literacy skills are taught consistently and systematically across the curriculum.
- All staff are working towards a common marking and correction policy.
- Attention to spelling, punctuation and grammar is the responsibility of every teacher.
- Correct spelling, punctuation and grammar is a focus in all subjects
- Misspelt words and errors in punctuation and grammar are corrected across the curriculum.
- Students are made aware of the purpose of their writing and oral tasks and the audience for whom they are using the language to complete these tasks.

- Visuals are used where they aid learning the meaning and, ultimately, the spelling of new words, especially subject specific words.
- In **writing**, students will be taught to use correct spelling and punctuation and to follow grammatical conventions. They will also be taught to organise their writing in logical and coherent forms, communicating content and meaning clearly. They will also be given opportunities for 'extended' writing.
- In **speaking**, students are taught to use language precisely and cogently.
- Students are taught to **listen** to others and to respond and to build on their ideas and views constructively.
- In **reading**, students are taught strategies to help them read with understanding, to locate and utilise information, to follow process or argument and summarise, and to synthesise and adapt what they learn from their reading.
 - All subjects to use various reading strategies to ensure students become confident readers.
- Subject staff consult with the SEND and EAL departments about vocabulary to be learned and supply lists so that learning can be reinforced in tutorials.

Outcomes

- Visual evidence of regularly updated key words on display in the classroom and at the front of students' books
- Evidence of modelled good practice in written and oral tasks.
- A departmental/whole school common marking policy to be in operation as regards the correction of syntax, grammar, punctuation and paragraphing.

Marking of Work

Common marking:

^	Word/s missing
Sp	Spelling
P	Punctuation
Gr	Grammar
T	Tense. The wrong tense has been used
?	Meaning is unclear
Cp	Capital letter needed/should not be used
//	New paragraph needed
T	Terminology

Marking for Spelling

- Where possible teachers will give attention to spelling during the drafting of work.
- All subject teachers will identify in each substantial piece of work 3 or 4 misspellings for attention by underlining the word and writing "Sp." in the margin. These may be words in frequent use or subject specific.
- When the teacher has time to work with the student on an individual basis the following strategies are recommended.
 - a) Ask the pupil to have a second try at the word, using the Look, Say, Cover, Write, Check method.
 - b) Give clues to help identify where the problem lies.
 - c) Draw out any rules, roots or interesting features of the word, including possible memory strategies such as mnemonic.
 - d) Get the student to record the spelling in an appropriate place.
 - e) Retest another time.

Spelling within the Curriculum

- All students to use a dictionary and thesaurus from early in Year 7.
- The history of spelling to be taught in Year 7 by the English Department. This will include a consideration of root words, imported words, the use of prefixes and suffixes, and simple rules.
- Strategies for learning spellings to be taught formally by the English Department at the start of Year 7.
- The school's policy on marking spelling mistakes to be introduced to new students by all teachers.
- The practice of proof-reading to be taught and reinforced.

Responsibilities

Heads of Department and Subject Teachers should:

- Introduce and explain subject specific vocabulary, especially where the spelling roots are easy to identify, e.g. scientific and mathematical terms which have their roots in classical languages.
- Display in subject classrooms the key words for the current topic.
- Ensure key words are referred to regularly and updated and revised on a rolling programme.
- Ensure that there is a dictionary in every classroom.
- Encourage students to learn the meanings, spellings and usage of a given number of words on a regular basis.
- Ensure that departments guide students towards a greater awareness of an audience when producing written work and / or oral work.
- Encourage the display of examples of students' work in the classroom as well as in and around the subject area.
- Encourage displays of pre- printed materials pertinent and relating to the subject in general or specifically to certain aspects of a particular subject.
- Be fully aware of students both on SEND and EAL registers and especially those students whose first language is not English, when preparing work and displays.
- Give positive feedback to students who make progress in spelling.
- Present spelling as an integral part of the subject, encouraging students to act on marked work by learning.
- Departments to build up subject/topic – specific glossaries for each year group, to be taught/displayed.
- Literacy to be a focus during observations, learning walks, and in MMM assessments
- Ensure that each department has a representative attending the Literacy and Numeracy Coordinators meetings. (The representative will then feed back to the department.)
- To follow guidance from the Literacy and Numeracy Coordinators meetings to ensure a consistent approach to Literacy.
- To encourage students to use the LRC, local library and 'The Day' website to ensure library skills are being developed.
- Ensure that all opportunities to develop students' literacy skills are being taken and used, for example correcting a student's use of slang.

The Role of the Parent / Carers

- To ensure access to a dictionary at home.

- To ensure students are encouraged to read at home

Monitoring and Review

- The policy will be monitored throughout the year and reviewed annually by the Literacy Co-ordinator followed by approval by the Achievement Committee.