

Harlington Upper School



Literacy Policy

Policy Number: HUS054

Edition 2: March 2016

Approved by Headteacher Team

Document Control		
Edition	Issued	Changes from previous
1	September 2013	New document
2	March 2016	Review and re-write of School Literacy Statement

Policies/Documents referred to in this policy	Post holders/Persons named in this policy

Review Date: March 2018

Review Frequency: Every 2 years

Literacy Policy

Introduction:

At Harlington Upper School we recognise that the development of literacy skills is an entitlement for all students and the responsibility of the whole school community. The Literacy Policy should be embedded in good learning and teaching practices. Literacy is a central part of the whole curriculum and so we have used elements of the National Literacy Strategy to underpin our whole school policy.

Rationale:

Literacy underpins the whole school curriculum by developing students' abilities to speak, listen, read and write for a wide range of purposes, using language to learn and communicate, to think, explore and organise. All teachers are teachers of literacy and as such the staff at Harlington Upper School are committed to developing literacy skills in all of our pupils, in the belief that it will support their learning and raise standards across the curriculum.

Aims of the policy:

- To recognise that all teachers are facilitators of literacy through their subject and to support staff in providing outstanding literacy teaching for their students
- To raise literacy attainment at every level of ability in all subject areas to ensure that we maximise the potential of every student
- To ensure that all students have the opportunity to become effective readers, writers and communicators.

Roles and Responsibilities:

Senior Leaders: lead and give a high profile to literacy ensuring departmental contributions to the development of literacy are regularly discussed in line management meetings and are a focus for self-evaluation and development planning processes.

Subject Leaders: lead and give a high profile to literacy within their subject. Ensure that this is reflected in all schemes of work and that the whole school Literacy Policy is being adhered to consistently within their department.

English Department: provide students with the knowledge, skills and understanding they need to read, write, speak and listen effectively, and share basic approaches with all staff, being supportive models of good literacy teaching.

Teachers across the curriculum: contribute to students' development of language, since speaking, listening, reading and writing are integral to all lessons. All staff strive to emphasise to students the importance of literacy in the wider world beyond school.

Form Tutors: support literacy Form Time activities including Form Time reading.

Library Assistant: support the implementation of Form Time reading, paired reading and library lessons. Promotes the celebration of reading for pleasure with staff, students and parents.

Students: take increasing responsibility for recognising their own literacy needs and make improvements.

SENCO: supports the development of literacy skills in our weakest learners, intervening where required and ensuring that progress is measured in literacy and sustained.

Teaching Assistants: support pupils in their development of reading, writing, speaking and listening, and improve access to the curriculum. Model a range of strategies to improve levels of literacy.

Parents: encourage their children to read regularly and use the range of strategies they have learnt to improve students' levels of literacy.

Actions/Impact

Literacy Marking

Marking should take into account the use of English, particularly spelling, punctuation and grammar. Significant errors should be corrected. Correcting every error may discourage a pupil. Errors should be clearly circled and one of the following symbols written in the margin:

- Sp//word circled = spelling
- Gr = grammar
- // = new paragraph
- ^ = missing word
- T= Target

In addition to subject-specific words, staff should ensure that the following are marked:

- a. Common spelling mistakes, e.g. tomorrow, friend, method, receive, etc.
- b. The correct use of basic homophones, e.g.
 - there / their / they're
 - two / to / too
 - know / no / now.

Finally, positive features of work will be communicated and areas for improvement identified. Examples may consist of:

- + - followed by a statement
- WWW: (What Went Well)
- EBI: (Even Better If)
- RRR: (Remarkable, Reconsider, Remove)

A copy of error symbols should be displayed in all classrooms.

What students will receive in the classroom:

- Work marked in line with departmental marking policy
- Literacy codes applied where appropriate
- Questioning extended to encourage student response
- Key words and terms explained, and where appropriate displayed
- School Literacy Policy on the wall of the classroom
- Promotion of the standard use of English in lessons and around school.

For Speaking and Listening - Teachers will:

- Clarify and express their ideas and explain their thinking
- Adapt their speech to a widening range of circumstances including paired and group discussions and speaking to a larger audience
- Use varied and specialised vocabulary
- Listen with understanding and respond sensitively and appropriately
- Understand how speaking and listening are important in the world of work. (ECM agenda – Global Awareness).

For Writing - Teachers will:

- Write a widening variety of forms for different purposes e.g. to interpret, evaluate, explain, analyse and explore
- Present their writing clearly using accurate punctuation, correct spelling and legible handwriting
- Provide dictionaries, glossaries and lists of appropriate subject vocabulary
- Providing frameworks where appropriate
- Display key words where appropriate in the classroom
- Teach subject specific vocabulary and spelling
- Encourage high standards of presentation
- Adopt strategies set out in the school Marking and Feedback Policy to support spelling, punctuation and grammar in written work.

For Reading - Teachers will:

Students should be encouraged to enjoy reading, be able to use their reading to help them learn and to develop increasing confidence and competence in reading so that they are able to:

- Read fluently, accurately and with understanding
- Become independent and critical readers and make informed and appropriate choices
- Apply techniques such as skimming, scanning, and text-marking effectively in order to research and appraise texts.