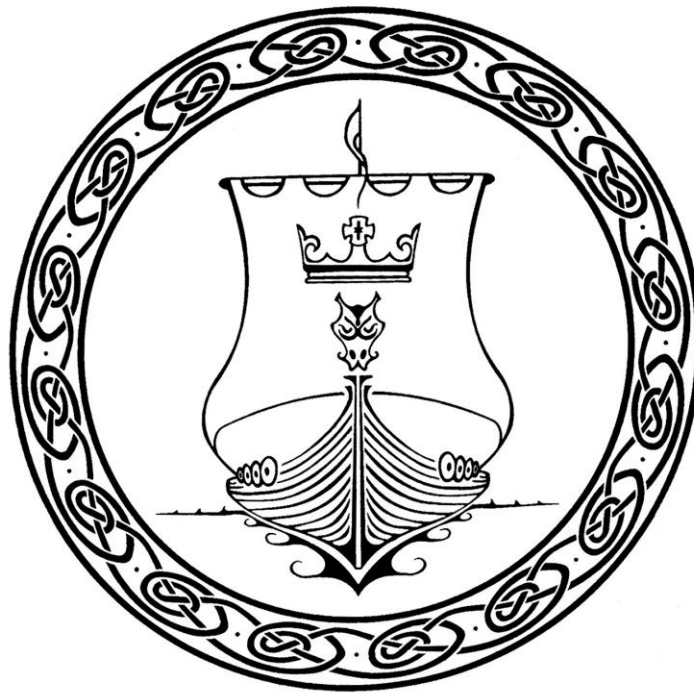




Queen Elizabeth II High School

Whole School Literacy Policy



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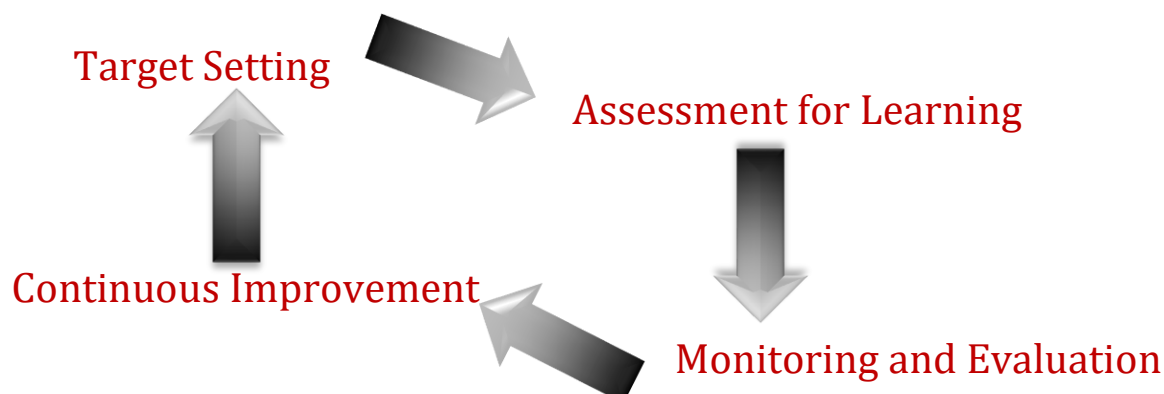
‘Literacy is, along with education in general, a basic human right.’

Kofi Annan

Policy Statement

Literacy should be an integral part of all lessons with focus on children achieving a high standard of literacy skills to prepare them for life after school education.

- The Literacy Policy does not exist in isolation. Literacy is linked to all policies within school, including being integral to the Equal opportunities, Assessment for Learning and Monitoring and Evaluation policies.
- The policy should form the basis of continuous improvement.





Policy

1 Rationale

Literacy underpins the school curriculum by developing students' abilities to speak, listen, read and write for a wide range of purposes, including using language to learn and communicate, to think, explore and organise. Helping students to express themselves clearly, both orally and in writing, enhances and enriches teaching and learning in all subjects. All departments, teachers and support staff have a key role in supporting students' literacy development and to prepare them for life after school.

2 Aims

- Increase students' standards of literacy across the curriculum.
- Develop students' confidence and ability to express themselves.
- Support students' learning in all subjects by helping teachers to be clear about the ways in which their work with students contributes to the development of students' literacy skills.
- To ensure all staff are consistent in their approach to literacy.

3 Responsibilities

- SLT will lead and give a high profile to the school's vision for literacy, including agreeing a key focus for the academic year.
- Teachers across the curriculum will take every opportunity to provide students with the knowledge, skills and attitude to develop the ability to read, write, speak and listen effectively.
- Teachers will provide feedback to help students improve their literacy, where possible using the agreed codes for correcting written work.
- Learning support staff will provide support for students with specific needs.
- Designated SLT member will support departments in the implementation of strategies and encourage departments to share good practice. There will be regular monitoring of students' progress in literacy.
- Parents should encourage their children to develop their literacy skills through encouraging reading for pleasure at home.
- Students will take increasing responsibility for recognising their own literacy needs and making improvements.
- Teachers in all subjects will take every opportunity to support the Accelerated Reading programme in school.

4 Monitoring and Evaluation

Student progress in literacy will be monitored through the calendared cycle of work scrutiny and student voice. Literacy will also be monitored in conjunction with HoS DoKS, S4L, ASDAN Coordinator, the Special Unit and individual teachers. Staff and parental feedback will also be sought.



Section II Guidance and Useful Strategies

We recognise that at the heart of improving literacy skills is the opportunity to practise them. As such, it is important that teachers approach the teaching of literacy in a variety of ways in order to ensure maximum student engagement.

II.1 Speaking and Listening

- A. Speaking** - language helps pupils to prepare, reflect, revise and evaluate the tasks they undertake, and on the things others have said, written or done. It is a core employability skill to communicate with others. Teachers should:
- Lead by example, ensuring Standard English is used at all times and is expected in response.
 - Challenge students when slang or inappropriate colloquialisms are used.
 - Encourage the correct use of English in the classroom environment.
 - Create opportunities for talk in a range of contexts and forms: whole class discussion, small group discussion, structured discussion, paired discussion, individual contribution, role play etc
 - Give students coaching roles
 - Ask students to make effective presentations and encourage constructive peer feedback.
- B. Listening** – Central to all communication is the ability to listen. Teachers should:
- Encourage students to give each other appropriate instructions and to ask each other questions in an appropriate manner.
 - Encourage students to actively listen to each other and respond appropriately.
 - Take opportunities to use audio-visual resources to support listening.
 - Take opportunities to encourage students to let others do the talking.
 - Model good listening behaviour.
 - Challenge student listening skills by using unpredictable questioning strategies.
 - Set listening tasks for homework. Use of audio (visual) stimuli.

II.2 Reading - reading helps pupils to learn from sources beyond their immediate experience and inspires them to acquire knowledge.

Staff Should:

- Across the Key Stages, create an environment and atmosphere where reading is promoted.
- Support the Accelerated Reading program in years 7 and 8. As a form tutor this may include tutor period reading time.
- Support reading and comprehension through a range of varied and appropriately differentiated reading resources.
- Encourage Shared Reading. Provide opportunities for reading as a class, in groups and as an individual. Encourage reading aloud if appropriate to task and individual.
- Encourage students to think critically about the texts they read.
- Encourage further reading around the subject. Make sure you have additional reading material in your subject.



- Set reading and research tasks as part of class work and/or homework focused on books/newspapers/online articles etc. Ask students to get information from different sources.
- Consider initiatives such as Book Week. Book club.

II. 3 Writing - writing helps pupils to sustain and order thought.

All staff will:

- Follow the literacy marking policy when marking/assessing students' work.
- Provide students with a range of challenging writing tasks.
- Support writing with frames or scaffolds where appropriate, and use modelling, within subjects.
- Write the key words on the board and promote the use of the students' keyword books. Posters on walls with keywords.
- Take every opportunity to expand vocabulary and range of expression. Be explicit about what vocabulary or key words you expect to find in any given piece of writing. The use of vocabulary 'starters' is particularly useful here.
- Insist on high standards of presentation (model if necessary). All work to be presented with date and title.
- Promote punctuation, spelling and grammar within any writing task.
- Insist on the use of full sentences within writing tasks.
- Take opportunities for peer literacy marking.
- Use Dedicated Improvement and Reflection Time (DIRT) and Success Criteria
- Include, Starters, Word games, spelling games.
- Encourage students to make peer corrections with purple pen and using the agreed codes.
- Evaluate performances using written word.
- Use quotations and model use of acknowledging sources.

Form Tutors will:

- Support the Accelerated Reading programme by encouraging reading during tutor period. (KS3)
- Support Shared Reading (KS4)
 - Choose topics that interest the class
 - Oracy and Literacy (Reading to Speech to Writing)
 - Increase word power by reading
 - Encourage students to talk and write using better vocabulary
- Support Metacognition and self-regulation – KS5
 - Students learn how to learn – exam oriented
 - Students to produce posters for various kinds of learning techniques/strategies - practical
 - Students to be taught note-taking strategies (like use of flashcards) and memory techniques.

II.4 ICT

- Use ICT for research, presentation, thesaurus, writing, reading, audio-visual stimulus

Section III Key Focus 2020/21 This year vocabulary skills have been identified as an area for further development. This means emphasising key words for the subject.



Appendix 1

Literacy Codes

Your work may show some of the following codes.
Where you see a code, check your work to see where the mistake is.
Correct your mistake clearly so that your teacher can see your action.

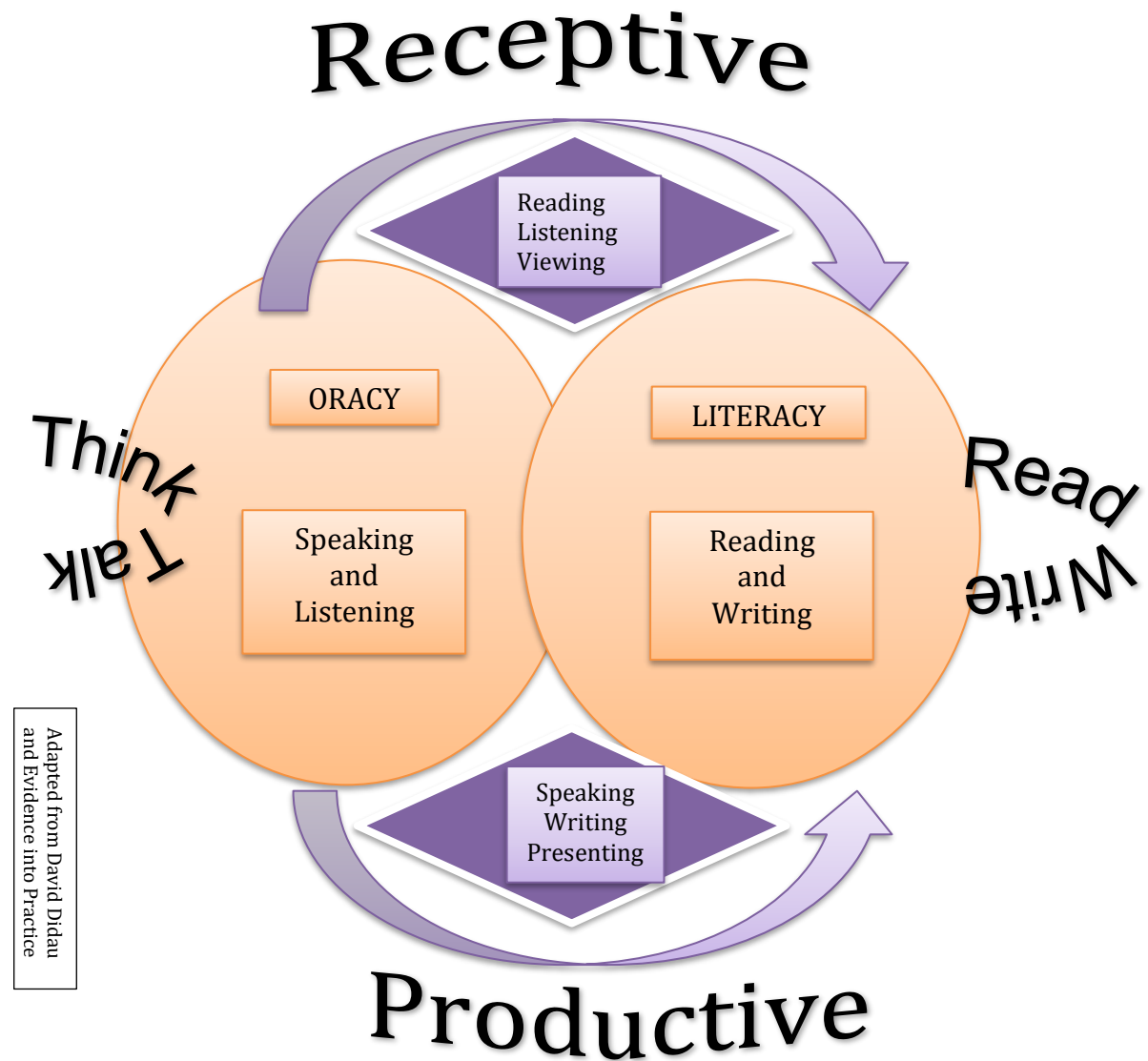
CL	Capital Letter	Write the word with a capital letter
Sp	Spelling Mistake	Write the word correctly
//	New Paragraph	Take more care with paragraphs next time
P	Punctuation	Write out the sentence with the correct punctuation
^	Word Missing	Write out the sentence including the missing word
M	Meaning Unclear	Write out the sentence or passage in a clearer way
N	New Line	Take more care with presentation next time
KW	Keyword	Underline the keyword



Appendix 2

Oracy and Literacy (KS4)

- Oracy and Literacy are inter-connected.
- Oracy develops language and cognition, which literacy initiates through Reading and Writing.
- Both Oracy and Literacy contribute to the School focus of development of vocabulary.

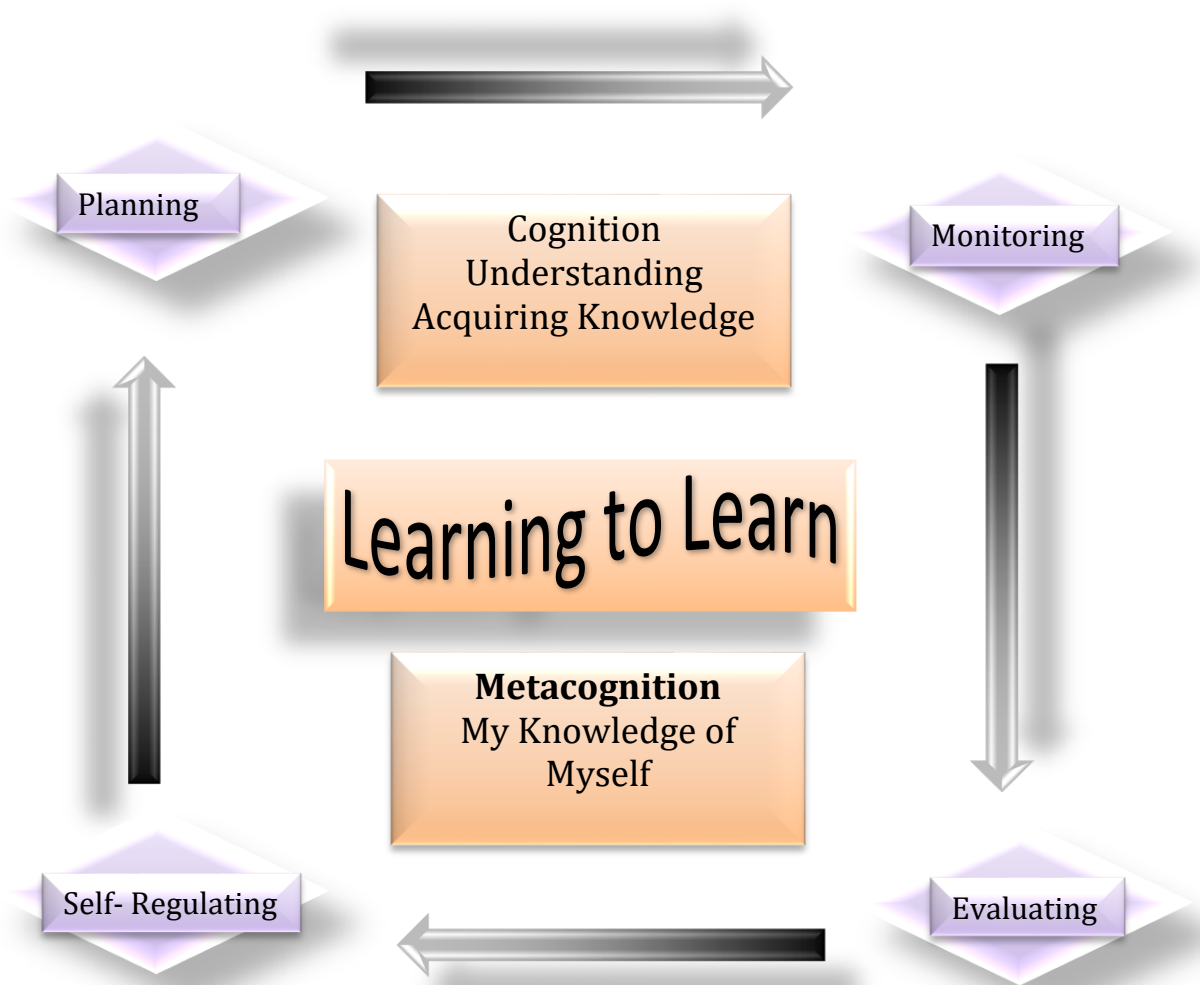




Appendix 3

Metacognition and self-regulation

- Students should learn metacognitive strategies, including how to plan, monitor and evaluate their learning.
- Students should model own thinking to develop their metacognitive and cognitive skills
- Staff should:
 - set an appropriate level of challenge to develop pupils' self-regulation and metacognition.
 - promote and develop metacognitive talk in the classroom.
 - teach pupils how to organise and effectively manage their learning independently.



Adapted from Education Endowment Foundation and www.leadinglearner.me



References and useful websites

- National Literacy Strategy
- National Literacy Trust
- David Didau , <https://evidenceintopractice.wordpress.com/oracy-and-literacy/>
- Andrew Wilkinson, 'Oracy in English Teaching,' in *English*
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