

SPALDING HIGH SCHOOL



LITERACY ACROSS THE CURRICULUM POLICY

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LINK GOVERNOR:	Mrs D WILLIAMS
DATE AGREED:	MARCH 2018
REVIEW DATE:	BI-ANNUAL

Executive Summary:

The development of literacy skills across the curriculum is essential to equip our students with the necessary transferable skills to be fully literate in the 21st century.

Chairman of Governors

Date

Headmistress

Date

SECTION 1: Key Principles at SHS:

- 1.1 Effective literacy across the curriculum will develop students' ability to:
- Access information and read with understanding
 - Write for a variety of purposes and audiences, collect information, organise ideas and write accurately to show 'what they know' across subject areas
 - Speak and listen effectively across a range of contexts, developing their ability to negotiate, hypothesise, present information and extend and clarify their ideas and thinking.
- 1.2 Specific strategies to include in planning, teaching and learning are to:
- Highlight the importance of subject specific literacy with students
 - Highlight the links between reading, writing and speaking and listening
 - Ensure progression in development in reading, writing, speaking and listening
- See appendix 1 for additional specific support for reading, writing, speaking and listening*

SECTION 2: Assessment:

- 2.1 Departments will comment on literacy skills demonstrated by students as part of on-going formative and summative assessment. Relevant success criteria will be made explicit to students.
- 2.2 Departments will take students' literacy skills into account when giving feedback to students and parents.
- 2.3 Departments will demonstrate high expectations over the standard and presentation of all written work.
- 2.4 Assessment of students' literacy skills will be part of future planning.

SECTION 3: Responsibilities:

- 3.1 The School will:
- Promote literacy across the curriculum and ensure it has a high profile
 - Support a Literacy Coordinator and a relevant named member of the governing body
 - Liaise with the above when monitoring impact
 - Provide appropriate training for staff
- 3.2 The Literacy Coordinator and Head of Department will:
- Monitor provision, determine priorities and plan strategy
 - Ensure effective development of whole school policy and practice
 - Plan and deliver the literacy course to Y9 group
 - Establish communication and liaison between curriculum areas and opportunities to develop and share good practice
 - Liaise with the library and departments to develop a literacy calendar of events and activities throughout the year
 - Monitor and evaluate the effectiveness of literacy work across the school
 - Facilitate and lead CPD in liaison with Assistant Head with CPD responsibility
- 3.3 Departments and teachers across subject areas will:
- Adopt a consistent approach to teaching literacy skills in lessons
 - Be familiar with and implement a range of strategies aimed at equipping students with the necessary literacy skills to succeed
 - Indicate in schemes of work where skills will be explicitly taught
- 3.4 Teachers of English will:
- Provide support to other departments as appropriate
 - Make students aware that literacy skills are transferable to other subjects
 - Provide informal opportunities to highlight literacy through a range of events
- 3.5 Parents will:
- Encourage their children to use the range of strategies they have learned

3.6 Students will:

- Take increasing responsibility for recognising their own strengths and areas for development, identifying next steps for improvement.

APPENDIX 1: SPECIFIC STRATEGIES:

Reading:

Students will have opportunities to:

- Develop research skills using print, media and multi modal texts
- Develop ability to skim and scan texts, pulling out key ideas
- Develop comprehension skills
- Develop confidence in handling a variety of texts

Teachers will aim to:

- Highlight reading strategies to support students, e.g. skimming, scanning, rereading to check meaning, predicting, empathising
- Highlight structure, layout, format and other 'signposts' in texts typical in their subject
- Support students in developing effective highlighting and note making skills
- Support students in developing their ability to analyse texts to access literal and implicit meanings
- Support students in recognising and challenging bias

Writing:

Students will have opportunities to:

- Write in a variety of forms for different purposes and audiences
- Plan, draft and discuss their writing
- Review different texts, developing their understanding of key features of a range of text types

Teachers will aim to:

- Offer students a range of appropriate models for writing and highlight key features and success criteria
- Provide support for effective planning
- Model writing (e.g. the first paragraph) so students are able to see 'how it's done'
- Use shared and guided writing where appropriate
- Offer opportunities to complete extended pieces of writing
- Use talk to develop ideas for writing
- Support students with spelling strategies
- Support students to develop effective proof reading strategies

Speaking and Listening:

Students will have opportunities to:

- Use talk for a range of purposes and audiences in formal and informal contexts
- Use talk to develop, extend, present ideas, hypothesise, test theories and solve problems
- Use talk effectively when working collaboratively
- Develop confidence to express their opinions
- Listen carefully to others and respect others' opinions
- Listen for specific purposes
- Develop effective questioning techniques

Teachers will aim to:

- Provide opportunities to present ideas in a range of formal and informal contexts
- Use questioning techniques (e.g. no hands up, paired talk, Blooms taxonomy to formulate questions, thinking time, open questions) to extend thinking and generate new questions
- Use a variety of grouping strategies (e.g. pairs, triads, jigsaw grouping, envoys)
- Support helpful talk behaviours (e.g. building, challenging, questioning, summarising)
- Give students opportunities to take on various roles within a group (e.g. scribe, chair)
- Develop pupil confidence in expressing their opinions
- Model effective listening
- Provide a clear framework and focus for listening

APPENDIX 2: MARKING FOR LITERACY GUIDELINES

CORRECTING SPELLING ERRORS

- Spelling errors should be indicated in the margin with an Sp code (when appropriate) and the word underlined.
- Generally, the teacher will allow time, either in a lesson or as part of homework, for students to correct underlined spelling errors themselves.
However, it is recognised that in subjects where students are learning to write in a foreign language, it may be more appropriate for teachers to correct spelling errors.
- It is recognised that it may not always be appropriate for every spelling error in a piece of writing to be corrected. Corrections may be limited to subject specific key words and words it is felt students 'ought' to know.
- Teaching staff should remain sensitively aware when correcting the work of students with a Specific Learning Disability, in line with the guidelines in their Personal Learning Passports.
- Departments should devise their own spelling correction strategies. It is suggested that students correct spellings in the back of their exercise books or in the dictionary pages of their planners.

CORRECTING GRAMMAR AND PUNCTUATION

- Punctuation and grammar errors should be indicated in the margin with a p/g code (when appropriate) and the phrase underlined.
- It is recognised that it may not always be appropriate for every punctuation or grammar error in a piece of writing to be corrected.
- Teaching staff should remain sensitively aware when correcting the work of students with a Specific Learning Disability, in line with the guidelines in their Personal Learning Passports.
- Departments should devise their own follow-up strategies for improving punctuation and grammar. An example might be including a literacy comment and/or objective when marking pieces of work.
It is recognised that where students are learning a foreign language, punctuation and grammar correction will necessarily be more detailed than in other subjects, and that language teachers will need to use a wider range of codes and marking for literacy strategies.

MARKING CODE

Margin	In the text	Meaning of code	Action required
Sp	<u>beleive</u>	Spelling error (word underlined)	Student rewrites correct spelling three times.
p/g	<u>I should of</u>	Punctuation or grammar error (phrase underlined)	Student corrects error clearly.
^	R^bbit	Word or letter missing	Write the correction clearly.
?	<u>The rabbit this that then</u>	Unclear meaning / clumsy expression	Re-write the section with clarity.

*N.B. Using the tick symbol to denote pleasing literacy does not exclude its use as a way of showing a correct factual answer.

Subject specific marking for literacy codes may be used alongside the above, or necessary adjustments to the above code can be made, e.g. for pieces of work where there is no margin.