



respect *resilience* *responsibility*

Literacy Policy

Date: November 2018

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Woodlands Literacy Policy

All teachers are teachers of literacy. Language is the prime medium through which students learn and express themselves across the curriculum, and therefore all staff have a role in supporting the development of effective literacy.

As such, Woodlands is committed to developing literacy skills in all of our students, in the belief that it will support their learning and raise standards across the curriculum. How well students speak, listen, read and write has a major influence on how well they do at school and in their futures. As a result of research undertaken on Literacy in July 2018, the school has renamed **operational** Literacy as **Communication for Learning (CfL)** – this is the nomenclature visible on resources around the school.

PRINCIPLES

Woodlands believes that students should:

- Be able to speak with confidence and clarity.
- Have a suitable technical vocabulary with which they can articulate their response.
- Have an interest in books and read for enjoyment.
- Have an interest in words, their meanings and so develop a growing vocabulary in spoken and written forms.
- Read and write with confidence, fluency and understanding
- Be able to write in a variety of styles and forms appropriate to the purpose and audience.

LITERACY (CfL) AIMS

Implementation of the aims at whole-school level

Roles and Responsibilities

- **Senior Managers:** lead and give a high profile to literacy (CfL) ensuring departmental contributions to the development of literacy are regularly discussed in line management meetings and are a focus of the QA process.
- **English Department:** provide students' with knowledge, skills and understanding they need to read, write and speak and listen effectively and share basic approaches with all staff being supportive models of good literacy (CfL) teaching.
- **Teachers across the curriculum:** contribute to student's 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.
- **LRC manager:** support the implementation of DEAR and administrate the accelerated reader programme. Promote the celebration of reading for pleasure with staff, students and parents.

- **Teaching Assistants:** support students in their development of reading 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 their levels of literacy.
- **Students:** take responsibility for recognising their own literacy needs and making improvements.

Across Woodlands we shall:

1. Promote reading for pleasure by following the DEAR programme
2. Monitor reading progress regularly through fortnightly AR lessons in KS3
3. Emphasise the importance of spelling and punctuation
4. Use the school's CfL marking code and CfL non-negotiables to reinforce the importance of accurate spelling and punctuation and ensure students are given opportunities to respond to feedback
5. Review this literacy policy annually through consultation with subject leaders, SLT and Governors.

Speaking and Listening

Across Woodlands students are encouraged to:

- Talk confidently and coherently in different situations and addressing different audiences.
- Be involved in discussions, listening carefully, talking clearly and using appropriate and specialist vocabulary.
- Show confident use of Standard English in formal situations.
- Have an interest in words and their meanings.
- Extend their vocabulary through reading range of texts and through the use of thesauri to support their writing.
- Take an active part in discussions, commenting on others' ideas and asking relevant questions.

In all subject areas we will teach students to use language precisely and coherently. They should be able to listen to others, and to respond and build on their ideas and views constructively.

Reading

Across Woodlands students are encouraged to:

- Become successful readers and read with confidence, fluency and understanding
- Engage in regular reading through the DEAR programme (KS3)
- Use a range of strategies to help understand the meaning of texts
- Understand and use a variety of fiction and non-fiction texts
- Be interested in books, read with enjoyment and evaluate and justify their preferences
- Develop their skills of researching and using information gained from relevant texts

We aim to give students a level of literacy that will enable them to cope with the increasing demands of subjects in terms of specific skills, knowledge and understanding. This applies particularly in the area of reading as the new 2018 terminal exams' texts become more increasingly demanding.

All subject areas will teach students strategies to help them to: read with greater understanding, locate and use information, follow a process or argument, summarise, synthesise and adapt what they learn from their reading.

Accelerated Reader (AR) and literacy lessons will be implemented throughout KS3. AR will be used to promote reading. The LRC manager will be available at all Key Stage 3 evening events for parents to discuss the reading progress of their child and to ask for help and advice.

Woodlands has a DEAR programme which is followed by all KS3 students and staff. We read **every day** for 20 minutes on a rolling programme throughout the curriculum. At KS3, staff read with students in order to help promote confidence in reading to others and to enable staff to question students to develop their acquisition of new vocabulary.

Reading is also promoted through the tutor programme. Each week students are required to participate in a tutor-time reading session in order to provide an additional opportunity to engage in reading. These sessions permit students to 'free read' which means they can read any appropriate texts of their choice-including non-fiction and media texts.

Writing

Across Woodlands students are encouraged to –

- Write with confidence, fluency and understanding.
- Have fluent, accurate and legible handwriting which is set out in the appropriate way.
- Plan, draft and edit their own writing before submitting.
- Develop ideas in order to produce extended writing.
- Use teacher feedback to redraft and improve their work.

As of 2018, a CfL strategy has been launched to improve concision and precision in students' writing responses: **Writing Well at Woodlands**. This takes the form of embedding a consistent approach to the teaching 5 major types of writing used across the school: Writing to inform, explain, summarise, analyse, evaluate. These form the basis of writing skills for classroom activities and exams in the greatest number of subjects. This approach is being focussed on through CPD input, monitoring of teaching and learning, and evaluation of impact in students' written work from the Literacy Lead to drive consistency.

It is important that we provide for co-ordination across subjects to recognise and reinforce students' language skills, through:

- Making connections between students' reading and writing, so that students have clear models for their writing;

- Using the modelling process to make explicit to students *how* to write;
- Being clear about audience and purpose;
- Providing opportunities for a range of writing including sustained writing.
- Providing opportunities to redraft and improve written work.

Spelling and punctuation

No more than 5 spelling errors should be identified per piece of work and students are expected to correct these errors. Students are also expected to correct errors in punctuation.

When undertaking formative marking teachers should use the agreed school marking codes:

- Sp – spelling error This code should be used when words have been misspelt- including misuse of homophones.
- // - New paragraph needed. This code should be used when students have incorrectly started a new paragraph or when students have failed to start a new paragraph when one is needed.
- P - Punctuation missing. This code should be used when punctuation has not be used, or when punctuation has been used incorrectly.
- CL – Capital Letter. This code should be used when capital letters have been used inappropriately, or when one is absent and should have been used.
- SV – Subject Vocabulary- This code should be used when students have used an inappropriate word choice or when a key word would upgrade the academic quality of the writing

To support this each department will:

Ensure that all students have a copy of the agreed school marking codes within their books and on the walls;

Ensure they identify and display key subject vocabulary which will be the focus for marking and spelling;

Concentrate on the marking of high-frequency, focus and key subject words.

Provide opportunities for students to correct literacy (CfL) errors and to redraft and improve their work.

Communication non-negotiables

In order to ensure that every area within the school provides students with a clear and consistent message regarding CfL, all departments are required to adhere to the communication non-negotiables. These focus on our key priority areas for literacy:



Woodlands

The Woodlands Way

Communication non-negotiables:

1. Use all **punctuation** and **capital letters** accurately.
2. Use **subject specific vocabulary**.
3. **Check the spellings** of all commonly used words.
4. **Write neatly** and clearly.
5. **Speak in standard English** and avoid slang.



Fundamental to our successful development of literacy across the curriculum is the development of students' self-regulatory skills. It is expected that prior to the completion of key, marked pieces of work (as outlined within departmental schemes of work), students use green pen to self-assess their work against the relevant literacy non-negotiables. It is expected that for all assessed work that there is evidence of students self-regulating their literacy errors in advance of the teacher assessment.

Cultural Literacy

One of the most common barriers to learning for students-in particular those students from disadvantaged backgrounds- is the lack of cultural capital required to be able to fully access, engage with and relate to subject content and materials. It is the responsibility of departments to ensure that opportunities to develop students' cultural capital are built into programmes of study, including the opportunity for out of classroom experiences and opportunities to host subject experts as guest speakers. In addition, it is the responsibility of the subject leader to ensure that schemes of work seek to ensure that students are provided

with the necessary background knowledge required in order to be able to access all content and materials required for success within the subject.