

LITERACY POLICY

1. Principles

Raising standards of literacy is central to raising students' achievement. The ability to use language effectively is vital to learning in all subjects. The aim of all teachers and learning support staff at Kingsbridge Community College is to:

- Develop students' abilities to communicate effectively in speech and writing and to listen with understanding.
- Encourage students to be enthusiastic, responsive and knowledgeable readers.

2. Procedures

2.1. All departments at Kingsbridge Community College, as a normal part of their teaching:

- Identify, display and regularly revisit the key vocabulary for their subject
- Develop tasks where students use language to show understanding
- Where possible, provide opportunities for continuous writing with purpose
- Use writing frames, when needed, to support students' writing
- Identify students who may have been missed through normal procedures recognising that poor literacy may be linked to poor behaviour
- Give time and status to reading, writing, speaking and listening in curriculum planning
- Review and monitor the literacy demands placed upon the students in their subject
- Ensure that reading for understanding is explicitly taught and provide regular opportunities for students to read for understanding
- Strive to use the modelling process to make explicit to students how to write
- Ensure that students have a range of speaking and listening opportunities in a variety of formats including individual, paired, group and whole class situations involving formal and informal exploratory discussions, problem-solving, debates, formal presentations etc
- Support the English Department in reinforcing the need for students to use Standard English and reduce reliance on slang, colloquialisms and ungrammatical expressions
- Ensure there are resources available to meet the literacy skills of all students at appropriate levels
- Encourage independent reading and research possibilities
- Integrate reading with writing, speaking and listening activities
- Encourage reading aloud and group reading activities
- Use ICT to support the development of literacy
- Use the agreed symbols for marking errors in literacy (Appendix 1)
- Use the spelling and punctuation policies (Appendix 2)
- Work in partnership with the Library to promote reading and research skills

2.2. The Library:

- Actively promotes reading for pleasure;
- Continues to develop an effective induction programme in partnership with departments
- Supports teaching staff and students with individual learning projects and reading enrichment opportunities

2.3 The English Department:

- Acts as consultants to departments across the College to help them develop strategies to improve students' literacy skills in their subject areas
- Provide students with knowledge skills and understanding they need to read, write, speak and listen effectively
- Incorporates regular lessons which develop literacy skills into the Key Stage 3 Scheme of Work

2.4 The Learning Support Department:

- Act as consultants to departments across the College to help them develop, strategies to improve students' literacy skills in their subject areas
- Provides strategies and materials for students experiencing difficulties with reading and writing
- Administers the standardised testing of reading and spelling (initially for all Year 7 students)
- Develops literacy intervention programmes for students identified as having literacy difficulties
- Monitors the progress of students receiving literacy intervention, working with teaching staff to determine future provision
- Plans intervention for students with severe literacy difficulties
- Disseminates data and evaluates literacy interventions annually

2.5. This policy is reviewed every 3 years by the Governors' Learning & Community Committee.

**Ratified by the Learning & Community Committee of the Governing Body
7th October 2011**

Appendix I

Literacy Marking

Student Version

Staff will use the following symbols and abbreviations when marking your work. The spelling, punctuation or grammatical error will be text marked and an abbreviation will be put in the margin to indicate what sort of error it is.

Your teacher may choose to focus on one error in a piece of work, or one section of text.

You should use the same system when proof reading your own work or when you peer assesses another students work.

Text Mark	Abbreviation	Meaning
○	Sp	Spelling error. Find the correct spelling and write it down.
○	P	Punctuation error. Check full stops/commas.
○	C	Check capital letters.
○	Sm	Check speech marks.
○	?	Check what you have written.
//	NP	Paragraph Needed
~~~~~	Exp	Expression lacks clarity or is awkward

### What to do when you get your work back

When you get your work back you could include a literacy target in your evaluation of your work.

You may decide to focus on one element that has been corrected for your next piece of writing.

You may decide to focus on learning spellings you are frequently getting wrong or key spellings for a particular topic.

## Staff Version

In an attempt to raise literacy standards, all staff will use the following symbols and abbreviations when marking students' work. The spelling, punctuation or grammatical error will be text marked and an abbreviation will be put in the margin to indicate what sort of error it is.

Staff may choose to focus on one type of error in a piece of work or may focus on one section of text to mark.

Students should be encouraged to use the same system when proof reading their own work or when they peer assesses another student's work.

<b>Text Mark</b>	<b>Abbreviation</b>	<b>Meaning</b>
○	Sp	Spelling error. Find the correct spelling and write it down.
○	P	Punctuation error. Check full stops/commas.
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~~~~~	Exp	Expression lacks clarity or is awkward

After Marking

You may then identify one aspect of literacy that the student should focus on for their next piece of written work and make this part of your target comment.

You may focus on one aspect of literacy that a number of students in the group need to improve. This could take the form of a literacy focus starter.

During peer assessment you could ask students to text mark the work for literacy errors.

Appendix 2

A Spelling Policy

As a College we recognise that many students experience difficulties with spelling. To promote good spelling habits there are strategies that we must all adopt.

All teachers must adhere to these ideas:

1. Never insert or cross out letters which are misplaced. e.g. peple, tawk. Write the whole word. It is important for students to see the correct word written as a whole word.
2. If you ask students to self correct they must always write the correct word in full.
3. A multi-sensory approach is ESSENTIAL. Ask the student to listen to the spelling, visualise the whole word (close eyes and imagine it written) and then try writing it down.
4. Use LOOK, COVER, WRITE, CHECK method i.e. visualise, practice, check.
5. Encourage the explicit use of analogy – if a student can spell ‘could’, they can work out ‘would’, ‘should’, etc.
6. Suggest and encourage strategies such as mnemonics, syllabification, words within words, word families, familiar letter strings, etc.
7. When marking work concentrate only on a maximum of THREE ERRORS. A mass of corrections is a deterrent to good spelling. Three words firmly learnt are better than ten half learnt.
8. Key words for units of work should be given and taught. Use interactive strategies. They can be reinforced as a homework but this is only worthwhile only if checked on quickly.

A Punctuation Policy

Basic punctuation is essential for all students. Punctuation helps the writer convey their meaning to the reader. Some of our students will be able to punctuate well but we all need to teach the basics to students.

Every teacher should insist upon:

1. Capital letters at the beginning of sentences.
2. Full stops at the end of sentences.
3. Capital letters for proper nouns i.e. names, places, festivals, days of the week, etc.
4. The use of commas in lists.
5. The correct use of question marks.
6. The correct use of apostrophes for omission (e.g. I'll, don't)
7. The correct use of apostrophes for possession (e.g. the boy's book).
8. Simple paragraphing to indicate change of idea, time, scene, etc.

You will need to decide on an individual student, class or year group basis which of these you will 'mark' for each piece of work. This should be made clear to students when work is set and when you give feedback.

Be sure that you are providing correct models in any written materials you give to students.