



## Cædmon School

# Literacy for Learning Policy

### HISTORY OF DOCUMENT

Issue Number	Author	Date Written	Approved by Governors	Comments
1	M Carter	January 2013	25 March 2013	Review January 2014

Signature of Headteacher:

Signature of Chair of Governors:

# Literacy for Learning policy

## 1 Rationale

At Caedmon, we are committed to developing the literacy skills of all our students and recognise that this will support their learning, enable them to access learning materials in all curriculum areas and raise standards for all as well as improve life chances beyond education. As a school, we acknowledge that improving literacy can have a significant impact on students' self-esteem, motivation and behaviour. We believe that all teachers are teachers of literacy and that they are responsible for developing *Literacy for Learning* in a planned and focused way.

Literacy across the curriculum is important because:

- Students need vocabulary, expression and organisational control to cope with the cognitive demands of subjects
- Reading helps us to learn from sources beyond our immediate experience.
- Writing helps us sustain and order thought
- Language helps us reflect, revise and evaluate the things we do, and on the things others have said, written or done
- Responding to higher order questions encourages the development of thinking skills and enquiry
- Improving literacy allows students to learn independently; it is empowering.
- Speaking and listening is used to clarify and communicate thought and to help with the writing process

## 2 Aims

- To adopt a whole-school responsibility for teaching literacy
- To enable all students to reach their potential in the key literacy skills of speaking, listening, reading and writing
- To ensure all staff take responsibility for literacy for learning in their classrooms and actively encourage students to use different strategies to make sense of texts as part of their learning
- To identify specific roles and responsibilities within the school with regard to the development of literacy
- To support the development of literacy skills for all pupils, especially those who are working below level 3 in English and those with a reading age of 9 or below
- To establish procedures for monitoring and evaluating *Literacy for Learning* across the school
- To encourage all students and staff to be motivated to read for pleasure and develop a lifelong love of reading

To implement our aims across the school we will:

1. Identify the strengths and weaknesses in students' work across the school through liaison with our feeder primary schools, work scrutiny, student voice, literacy learning walks
2. Use the Accelerated Reader programme regularly to test, monitor and promote reading for all students
3. Promote the development of 'reading communities' during form time on Wednesdays

4. Use a common marking policy, where marking for literacy will be clear and consistent across the school (Appendix 1)
5. Have identified whole-school literacy priorities every school year
6. Have literacy on the agenda of all faculty and Middle Leaders' meetings
7. Identify and make use of all relevant resources and training on developments in literacy teaching through the school INSET programme
8. To have an on-going programme of training for staff to support their teaching of literacy
9. Have an ongoing electronic Literacy for Learning folder that all staff can use to support their teaching of literacy skills
10. To publish a termly *Literacy for Learning* newsletter to keep staff informed and to support their teaching of literacy
11. Promote and develop the Library/Resource Centre as the heart of literacy at Caedmon
12. Promote reading for pleasure
13. Review this policy annually

### 3 Roles and Responsibilities

**The Senior Leadership Team will** give a high profile to literacy development and accept responsibility for the implementation and monitoring of this policy. They will provide opportunities for staff training.

**Literacy Leader** supports staff in the implementation of strategies and encourages departments to learn from each other's practice by sharing ideas; liaising with KS2 leaders in our primary feeder schools; leading the promotion of reading for pleasure; liaising with the school librarian; working closely with the relevant staff to identify and provide interventions for pupils identified with weak literacy skills; identifying staff training needs; conducting termly literacy learning walks and work scrutiny analysis.

**English Department** will provide students with the knowledge, skills and understanding they need to read, write, speak and listen effectively and play a key role in identifying cross-curricular literacy priorities, targets and objectives.

**SENCo** works with primary feeder schools and the English department to identify and provide targeted intervention for pupils working below level 3 in English or have a reading age of 9 or below and support for pupils with SEN statements.

**Heads of Faculty** will monitor *Literacy for Learning* as part of school self review.

**Subject Teachers** should ensure they are familiar with the specific literacy demands of their subject and ensure the teaching of literacy is planned and delivered in their teaching. They will contribute to the language development of their pupils by making explicit reference to speaking, listening, writing and reading skills during lessons.

**Data Manager** will provide staff with data on student levels of literacy and support staff to use available data to inform planning.

**Librarian** will promote reading across the school, support staff in using the library and encourage the development of research and study skills.

**Parents** are asked to encourage their children to use the range of strategies they have learnt to improve their levels of literacy.

**Students** will take increasing responsibility for recognising their own literacy needs and skills

**Governors:** an identified governor, in liaison with the Literacy Leader, will report literacy progress and issues to the governing body and to the parents in the governors' annual report.

### Speaking and listening

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.

We will develop strategies to teach students how to participate orally in groups and in the whole class, including:

- Using talk to develop and clarify ideas
- Identifying the main points to arise from discussion
- Listening for a specific purpose
- Discussion and evaluation
- Presenting their ideas to their class or group

### Reading

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, including all aspects of media, as texts become more demanding. Staff will ensure that reading materials in class can be accessed by all students.

We will build on and share existing good practice. We will teach students strategies to help them to:

- Read with greater understanding
- Locate and use information from a range of material
- Follow a process or argument
- Summarise what they have read
- Synthesise and adapt what they learn from their reading

### Writing

It is important that we provide coordination across subjects to recognise and reinforce students' language skills, through:

- Making connections between students' reading and writing (using the teaching sequence for writing), so that students have clear models for their writing across the curriculum
- Using the modeling process to make explicit to students *how* to write for audience and purpose
- Providing opportunities for a range of writing including extended writing
- Encouraging the use of punctuation and following grammatical conventions
- Implementing the agreed guidelines for presentation of written work (Appendix 2)

## **Spelling, Punctuation and Grammar (SPaG)**

We aim to have a consistent approach to the teaching and marking of spelling and subject-specific vocabulary. It is important that all teachers teach the vocabulary specific to their subject effectively. Students should be given strategies to learn subject-specific vocabulary and understand the meanings and usage of the main words for each subject.

We will build on and share good practice across the curriculum. We aim to have displays of all key vocabulary in classrooms and for 'learning words' to be visible throughout the school.

Formal marking of students work should include marking for spelling, punctuation and grammar, with sensitivity to students with SEND. The class teacher should make it explicit to the students the marks available for SPaG and how these marks can be achieved. Using GCSE as a guideline, 5% of the total marks should be allocated to SPaG (see appendix 3). Class work should also have SPaG errors highlighted, with up to 3 per page. Initial focus should be on the spelling of subject specific key words and the correct use of capital letters, commas and full stops.

### 5. Key priority agreed for 2012-13

The focus on literacy and agreed priority for 2012-13 is *Speaking and Listening*

### 6. Monitoring and Reviewing the Policy

SLT and the Literacy Leader will monitor and evaluate the implementation of this policy through:

- Learning walks
- Student voice
- Faculty meetings
- Middle Leader and Teaching and Learning meetings
- Book scrutiny
- Staff input
- Literacy data

This policy will be reviewed in January 2014

**Mary Carter**  
**January 2013**

# Caedmon School

## How teachers show your literacy mistakes

### 1. Spelling

An underlined word and 'sp' in the margin shows a spelling mistake. You should:

- Find the correct spelling and write it above the word
- Add the correct spelling to your planner dictionary

### 2. Sentences

Teachers will indicate a new sentence with a full stop and a capital letter.

### 3. Paragraphs

// = that you need to start a new paragraph.

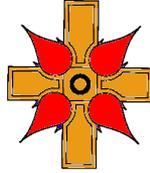
### 4. Other corrections

? = you need to re-write some of this because it does not make sense

^ = a word is missing

### 5. Incorrect use of capital letters

A circle  Around a letter and 'Cap' written in the margin, shows that you have used a capital letter incorrectly in the middle of a sentence or word



# Caedmon School Literacy for Learning

## Presentation of Written Work

Use professional judgement in applying the policy

### 1. Presentation of handwritten work

- Handwriting in black ink
- For self and peer assessment use green ink
- All titles, headings and sub-headings should be underlined
- All work should be dated
- Teachers should encourage neat and organised upright writing
- The letters 'i' and 'j' should not have embellishments such as circles, crosses or hearts
- Pupils should indicate mistakes with a neat line through the word/s, using black ink and a ruler
- No correction fluids should be used

#### **Paragraphs:**

- Indent the start of paragraphs
- Do not leave a line between paragraphs

### 2. Presentation of diagrams, numeric and graphic work:

- Graphs need titles and axes labelled
- Use key if appropriate
- Diagrams in pencil, labelled in ink

### 3. Presentation of word processed work:

- Font appropriate to audience
- Main title no larger than 16 font
- Main body font size 12
- Do not indent the first line of a paragraph
- Separate paragraphs with a line space
- Name and group in the footer
- Use bullet points to list items
- Images should be appropriate to the context of the work
- Where images are used, format text to wrap around them

## Spelling, Punctuation and Grammar (SPaG) at GCSE

At GCSE, 5% of total marks will be allocated to the assessment of candidates' spelling, punctuation and grammar.

Below is the SPaG mark scheme for Geography and RS GCSE. Please use it as guidance when marking for SPaG in your assessments. In the exam papers, it will be made explicit to students/candidates that their answers will be marked for SPaG; we should do the same.

### Geography/Religious studies GCSE

Level	Mark	Descriptor
<b>SPaG Level 0</b>	<b>0</b>	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
<b>SPaG Level 1</b>	<b>1</b>	<b>Threshold performance</b> Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
<b>SPaG Level 2</b>	<b>2-3</b>	<b>Intermediate performance</b> Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms appropriately.
<b>SPaG Level 3</b>	<b>4</b>	<b>High performance</b> Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.