



## **Hele's School Literacy SOP**

*Literacy is the ability to think, talk, listen, read and write in order to communicate effectively. It is the process that enables learners to access learning across the curriculum and is central to a young person's life chances.*

### **OFSTED Framework 2016**

O	Teachers embed reading, writing and communication and, where appropriate, mathematics exceptionally well across the curriculum, equipping all pupils with the necessary skills to make progress. For younger children in particular, phonics teaching is highly effective in enabling them to tackle unfamiliar words.
G	Teachers develop pupils' reading, writing and communication, and where appropriate mathematics, well across the curriculum. For younger children in particular, the teaching of phonics is effective in enabling them to tackle unfamiliar words.
RI	May be taught inconsistently across the curriculum.
I	Pupils cannot communicate, read, write or apply mathematics as well as they should, so they do not make sufficient progress in their knowledge, understanding and skills because they are unable to access the curriculum.

### **Planning and Teaching for Literacy**

**All staff must take every opportunity during planning and teaching to develop the literacy skills of all students by:**

1. Using SIMS / formative assessment to be aware of the reading and spelling levels of individuals and their literacy needs and plan accordingly
2. Regularly teaching and assessing students' understanding and ability to spell key terms / technical terminology (database of activities available on T drive)
3. Modelling good literacy practice through writing displayed on the board, resources, displays and in students' books
4. (e.g. presentable, literate and accessible, avoid writing in capitals)

### **Writing Across the Curriculum**

**All staff must ensure students' writing skills are developed by:**

1. Ensuring students write in full sentences whenever appropriate
2. Taking opportunities to promote high quality writing through use of planning and drafting
3. Insisting that handwriting is legible and a handwriting pen is used



4. Insisting that presentation is of high quality or work must be re-written. Written work must be presented in line with school policy: CW/HW, title and date all underlined with ruler; blue or black
5. handwriting pen must be used for writing; tables, pictures, graphs and drawings in pencil; green pen for all corrections; rule off after each piece of work; all loose sheets to be stuck into exercise books
6. Ensuring students are given the opportunity to write in a variety of styles and for a range of purposes and have plenty of opportunities to write at length
7. Ensuring students understand what they are being asked to produce through an appropriate level of modelling / scaffolding (see ideas on PPT from April CPD on T drive)
8. Teaching PEEL paragraphs as a means of encouraging extended, analytical and organised responses
9. Ensuring students are provided with a clear Purpose, Audience and Form for written work. Variety of PAF should be incorporated and assessed accordingly (guidance to be provided). Real audiences should be provided where appropriate an academic writing, with its own PAF, should also be promoted

### Reading Across the Curriculum

**Staff must encourage students to read widely and often, promoting extensive reading of both fiction and non-fiction texts that are written in a wide range of styles and for a variety of purposes by:**

1. Encouraging reading of a variety of texts in lessons, ensuring it is at an appropriate level
2. Taking opportunities to support students in accessing academic writing which will broaden their vocabulary
3. Encouraging wider reading through research tasks or wider reading homework
4. Adhering to DEAR Time and modelling reading for pleasure at KS3 and providing GCSE and Post 16 students with wider reading lists. Tutors to monitor reading through logs in planners for Years 7 and 8 and through subject specific reading tasks in years 9 to 13 (see DEAR Time Expectations and Subject Specific Reading Expectations for further guidance)

### Communication (Oracy) Across the Curriculum

**Staff must encourage students to practice wider communication skills which also support writing by:**

1. Planning talk as a scaffold for writing (class discussion / think pair share etc.)
2. Correcting errors in spoken language (tactfully by, perhaps, repeating the incorrect phrase correctly during verbal feedback)
3. Giving students thinking time during discussions so that they can develop their ideas
4. Providing opportunities for students to present their work through a range of methods,



e.g. oral presentations, ICT

### Feedback for Literacy

**All staff must actively promote literacy across the curriculum through regular feedback in line with feedback SOP by:**

1. Providing timely feedback which quickly corrects weaknesses and uses common language:

ⓐ	Spelling	ⓐ	Grammar
ⓑ	Homophone	//	Paragraphing
ⓒ	Punctuation	?	Re-read—this section does not currently make sense

2. Correcting spelling errors with a particular focus on key terminology and current school focus
3. Correcting punctuation, taking particular note of school focus
4. Correcting common grammatical errors, e.g. they was ...
5. Setting high expectations for presentation of learners' work in line with Presentation SOP and feedback /sanctions given when expectations not achieved
6. Setting expectations in line with the descriptors appropriate for the child
7. Providing formative assessment to include WWW / EBI / Literacy Focus. Literacy focus should be based on spelling, punctuation etc. or more developed requirements such as using connectives to expand explanations
8. Ensuring DIRT is provided and posters displayed to support students in the necessary tasks, e.g. correcting spellings x5, responding to teachers' comments and questions etc. It is essential to ensure students are able to spell words accurately in their corrections, so for students with lower literacy modelling will be necessary. Otherwise use of dictionaries should be encouraged.
9. Monitoring students' responses to feedback and challenging / sanctioning as appropriate.

### Literacy Displays

**All classrooms must have the following on display:**

1. 'How's your presentation?' posters
2. DIRT posters
3. Exemplar work (marked in line with policy)
4. Subject specialist key words