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Being literate is the ability to read, write, speak, and listen well. Good literacy enables us to communicate effectively, understand written information and make sense of the world.

Lacking vital literacy skills holds a person back at every stage of their life: as a child they will not be able to succeed at school, as a young adult they will be locked out of the job market, and as a parent they will not be able to support their children's learning. This intergenerational cycle makes social mobility more difficult.

National Literacy Trust report: Literacy and Life Expectancy (February 2018)

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
3. Modelling good literacy practice through writing displayed on the board, resources, displays and in students' books (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 that 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. Written work must be presented in line with school policy: CW/HW, title and date all underlined with ruler; blue or black
5. A handwriting pen must be used for writing; tables, pictures, graphs, and drawings should be completed in pencil; green pen must be used 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 frequent opportunities to write at length
7. Ensuring students understand what they are being asked to produce through an appropriate level of modelling / scaffolding.
8. Teaching PEEL (or equivalent) 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 and academic writing, with its own PAF, should also be promoted

Reading Across the Curriculum

Staff must encourage students to read widely and frequently, 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 and 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 research tasks or wider reading homework
4. Providing all student with opportunities to broaden their subject, historical and cultural knowledge through wider reading. At KS3 this is delivered through Forensic Reading, while GCSE and Post 16 students are provided with wider reading lists.

Oracy Across the Curriculum

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

1. Using appropriate cooperative learning structures to provide a scaffold for writing (rally coach, talking chips, celebrity interview etc.)
2. Correcting errors in spoken language (tactfully by repeating the incorrect phrase correctly during verbal feedback)
3. Providing opportunities for students to present their work through a range of methods (cooperative learning structures, oral presentations etc.)

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:

s	Spelling	g	Grammar
h	Homophone	//	Paragraphing
p	Punctuation	?	This sentence does not make sense. Re-read and correct it

2. Correcting spelling errors with a particular focus on key terminology
3. Correcting punctuation
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 student
7. Ensuring DIRT is provided and posters displayed to support students in the necessary reflection tasks
8. Monitoring students' responses to feedback and challenging / sanctioning as appropriate.

Literacy Displays

All classrooms must display the following:

1. DIRT posters
2. Exemplar work (marked in line with policy)
3. Tier 2 exam commands and tier 3 subject specific vocabulary