

# Cliff Park Ormiston Academy

## Literacy Policy

**Date adopted:** September 2018

**Next review date:** September 2020

### Policy Version Control

Policy prepared by	P Myhill (Assistant Principal)
Responsible committee	FGB
Description of changes from the model policy (if any)	Updated to reflect new policy, including new exercise books and marking.

## Rationale

At Cliff Park Ormiston Academy, we recognise the importance of having and maintaining a consistent and consolidated strategy for improving literacy across the whole school. As such, all subject teachers and support staff recognise their professional duty to improve the accuracy of students' written work and to make this an integral part of their Schemes of Work, lesson planning and marking strategies. This applies to the spelling of common words and to subject specific vocabulary.

Reading is promoted by every member of staff, with regular opportunities given for pupils to read, deploying a variety of strategies. Through the Accelerated Reader scheme, in which pupils read for at least ten minutes each day in their English lessons, pupils are encouraged to read for pleasure, their success being acknowledged by termly rewards.

To encourage oral literacy, subject teachers also give students regular opportunities to develop their communication skills. Through engaging, purposeful activities, pupils are encouraged to use Standard English and to articulate themselves with confidence.

Teachers of English take a leading role in providing students with the knowledge, skills and understanding they need to read, write, speak and listen fluently and effectively. At KS3, this will be delivered through schemes of work for English. However, the teaching of literacy is not seen as the domain of the English department exclusively. All teachers are teachers of literacy and, as such, all staff at Cliff Park Ormiston Academy are committed to developing skills, because:

- Pupils need vocabulary, expression and organisation control to cope with the cognitive demands of all subjects.
- Reading helps pupils to learn from sources beyond their immediate experience.
- Writing helps pupils to sustain and order thought.
- Language helps pupils to reflect on, revise and evaluate things that have been done, by them and by others.
- Responding to higher order questions encourages the development of thinking skill and enquiry.
- Improving literacy can have an impact on pupils' self-esteem, on motivation and behaviour.
- Improved literacy leads to greater independence. This empowers students.

## Marking for Literacy

As an academy, teachers and students should use the following symbols when marking for literacy:

<b>sp</b>	spelling error
<b>ww</b>	wrong word (including homophones)
<b>p</b>	punctuation
<b>?</b>	Unclear meaning
<b>gr</b>	grammar
<b>//</b>	a new paragraph is needed
<b>C</b>	Capital letter needed
<b>^</b>	Missing word/omission

## Planning for Literacy

To ensure consistency in the teaching of specific literacy skills, the following guidelines should be used:

### Writing

- Show pupils how to write in ways that are specific to each subject, using relevant specialist vocabulary.
- Define the audience, purpose and style of each written piece.
- Use the modelling process to make explicit to pupils *how* to write.
- Link ideas together, using appropriate connectives/phrases.
- Make connections between pupils' reading and writing, so that they have a clear model.
- Provide opportunities for a range of writing, including sustained writing.
- Provide pupils with annotated examples of writing in each subject so that requirements are clear.
- Provide visual scaffolding, using writing frames and literacy mats.
- Encourage pupils to experiment with a range of vocabulary.

## Spelling

- Ensure that at least one piece of written work per marking cycle focuses on spelling.
- Errors should be corrected; pupils write the corrected word out three times.
- Display key words and explicitly refer to them during teaching.
- Be aware of a range of strategies that pupils may use to learn spellings (mnemonics, words within words etc.)
- Support pupils in developing their understanding of subject specific vocabulary.
- Encourage the use of dictionaries/glossaries/thesauri in class.

## Reading

- Pre-reading, clarify for pupils why they are reading; give them a clear purpose.
- Focus pupils' reading by giving them a tool box of comprehension strategies, such as making connections, asking questions, predicting etc.
- During reading, vary the way in which texts are read. Incorporate silent reading, shared reading, audio recordings or guided reading.
- Show pupils how to identify key points in a text.
- Teach pupils how to locate information by skimming and scanning.
- Develop the ability to infer and deduce by focusing, not only on explicit but also the implicit meaning of language.
- Use DARTS to help pupils make sense of a text – cloze exercises, text reconstruction using graphic organisers, text marking and text sequencing.
- Show pupils how to use reference material.
- Teach note-taking.

## Speaking and Listening

- Provide pupils with the opportunities to speak individually, in a pair and as part of a small group.
- Clarify the purpose of talk/listening.
- Teach pupils to use language precisely and coherently.
- Ensure that subject specific vocabulary is used.
- Teach pupils to listen to and respond to one another, building on ideas and views constructively.
- Use talk to develop and clarify ideas, to discuss and evaluate.
- Act as a role model for pupils by using positive instructional language.
- Ask searching questions, so as to encourage the use of “three tick answers”.
- Challenge and comment on pupils' ideas.

## Literacy Initiatives

- Pupils in KS3 have fortnightly library lessons and weekly Guided Reading lessons.
- Each form room has a book box.
- Targeted students receive 1:1 reading support during registration to develop reading skills.
- Reading Mentors are used to support younger pupils through the Reading Buddies Scheme.
- Regular Drop Everything And Read days have been scheduled.
- Events such as 'Readathon', 'Spelling bee', Just a Minute and debating competitions.

- Extended writing to be tracked and supported across the academy.
- World Book Day to feature prominently each year in the academy.
- Literacy Master classes for More Able delivered.

### **Library**

- Lessons delivered by English teachers along with the Librarian.
- Librarian will support in class and within the progress centre to embed the librarian into every day academy life.
- Library is under development to become a fully functioning Learning Resource Centre due to open in April 2019.

### **Policy Review**

The policy will be reviewed as part of the general policy review cycle (also see front cover of policy).