

Carr Hill High School Literacy Policy

We are proud to belong to the Carr Hill community where we pursue excellence through commitment, aspiration, resilience and respect.

1. Purpose

- The purpose of the Literacy policy is to enable all staff at Carr Hill High School to share in the responsibility of promoting literacy across the curriculum. Literacy is at the heart of successful learning in every area of education and includes speaking, listening, reading and writing. Literacy provides the students with the necessary skills to comprehend text, articulate, explain and justify their ideas and understanding.

2. Application

2.1

All staff have a crucial part to play in supporting students' literacy development. The staff at Carr Hill High School are committed to developing the literacy skills of all of our students because:

- Literacy and learning can have an impact on students' self-esteem, motivation and behaviour. Literate students learn independently. Literacy is empowering.
- 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 to sustain and order thought.
- Language helps us to reflect on, revise and evaluate the things we do and the things others have written, said or done.
- Responding to higher order questions encourages the development of thinking skills and enquiry.

2.2 As a **school** we aim to:

- Develop students' higher order literacy skills
- Improve the teaching of writing across the curriculum
- Develop a culture of reading across the school as per the whole school reading strategy.
- Develop a whole school approach to the teaching, learning and assessment of spelling, punctuation and grammar
- Further develop speaking & listening skills across the curriculum
- Develop students use of ambitious vocabulary, both subject specific and tier 2 vocabulary for which there are 100 key words and their definitions to focus on.

2.3 In order to achieve these aims we believe that **ALL teachers** need to:

Promote Reading

- Use the Hub, where appropriate, to promote active reading and research strategies that involve negotiating an index or the contents of a book.
- Use the Hub, where appropriate, to promote reading through the provision of stimulating reading material incorporating both fiction and non-fiction texts suitable for all reading ages.
- Ensure students to make use of different reading techniques such as skimming, scanning or reading intensively according to the nature of the task.
- Ensure students to retrieve and locate information from a text so they select or note only what is relevant.
- Incorporate, where appropriate, opportunities to develop reading and comprehension strategies for example: retrieving information, concluding, identifying fact and opinion, establishing cause and effect, sequencing, predicting, establishing points of view and purpose, summarising, identifying similarities and differences and understanding new words.
- Subject leaders should make available subject specific texts in class rooms or subject specific reading lists.

Promote Writing

- Follow the feedback and marking policy, literacy errors should be corrected using the literacy and marking code in their planners.
- Ensure that following a mark, students demonstrate in their books that they understand the error and have practised the skill/misspelling until they can execute it correctly.
- Regularly checking spellings as a focus of self and peer assessment during starters and plenaries
- Identify and display key vocabulary
- Concentrate on key and high frequency words being spelled correctly within teachers' own subject area.
- Ensure that at the beginning of every unit of work, key topic words are introduced. Individual Clusters should ensure that these key topic words are corrected in students' work when misspelled.
- Students should be encouraged to use dictionaries which will be made available in all classrooms to look up correct spellings.
- Ensure students structure their work with paragraphs to signal a change of topic, change of speaker, change of time and change of place.
- Ensure students use punctuation, including full stops, commas, semi-colons, question marks, apostrophes, quotation marks and speech marks correctly.
- Ensure all students begin sentences and proper nouns with capital letters. Again, mistakes should be identified by staff and corrected.
- Ensure students use discursive markers or connectives, such as 'finally' and 'however', to signal the development of an argument or their opinion, or their consideration of another's opinion. These connectives should appear in formal written work in order to aid clarity and understanding by the reader.
- Actively encourage students to plan, organise, draft, edit and reflect on their writing. Writing frames can be useful to promote extended writing. Offer students a model for writing in unfamiliar forms or for unfamiliar purposes.
- Where writing is scaffolded using a writing frame, sentence starters, modelling or a group drafts a response these passages of writing should be labelled / identified in pupil work as scaffolded, modelled

response or group draft response so it is clear where work is differentiated or supported and where it is a pupil's original work so as ensure accurate assessment of pupil progress.

Promote Speaking and Listening

- Ensure students use formal Standard English in their writing and oral work as appropriate.
- Identify and correct use of "text speak", inappropriate informalities and abbreviations such as "gotten".
- Develop specific opportunities for individual, pair and small group speaking and listening activities. Discussion can be used to explore and evaluate, to ask and answer questions, to plan, discuss and evaluate their own speaking and listening and to solve problems collaboratively.

2.4 And **Students** need to be encouraged to:

- Read and write beyond the curriculum requirements.
- Write answers to questions using full and complete sentences.
- Respond orally to questions during lessons using full and complete sentences.
- Spell words correctly and use support materials (e.g. dictionaries, word walls) to help spell words they may find difficult.
- Use thesauruses to develop the use of ambitious vocabulary.
- Structure work with paragraphs to signal a change of topic, change of speaker, change of time and change of place.
- Using punctuation, including full stops, commas, semi-colons, question marks, apostrophes, quotation marks and speech marks, correctly.
- Begin sentences and proper nouns with a capital letter.
- Use discursive markers or connectives, such as 'finally' and 'however', to signal the development of an argument or their opinion, or their consideration of another's opinion.
- Plan, organise, draft, edit and reflect on their writing.
- Use formal Standard English in their writing as appropriate.
- Not use "text speak", inappropriate informalities and abbreviations such as "gotten".
- Through their reading and writing, become increasingly familiar with the key vocabulary of each subject.
- Take pride in the presentation of their work.
- Write the title and date of all work in full.

2.5 **Parents** can support the implementation of this policy by:

- Reading with their children and encouraging them to read more widely.
- Buying books as presents.
- Visiting libraries or literacy events.
- Reading through the comments written by teachers regularly.
- Supporting the school in checking that students are correcting spellings.
- Supporting the school in providing a bag that can accommodate books comfortably.
- Making every effort to attend Parents' Evenings when requested.

2.6 **ICT** is used across the curriculum to support and develop literacy by:

- The use of electronic media e.g. fiction, non-fiction, drama texts, magazines, encyclopaedias, newspapers, reference books, dictionaries/thesaurus, internet, e-mail.

- The availability of the IT resources to students including use of spelling and grammar check, Word Processors, Desktop Publishers, limited internet access, etc. Students should be encouraged to use checking facilities effectively.

Section 3: The implementation of this policy.

In order to aid the implementation of this policy the teaching and learning forum have produced a 'Sharing Good Practice' folder in the teaching and learning forum resources section of the staff shared drive on the school network. This contains a number of examples of good practice to aid the effective delivery of literacy across all subjects in school.

Policy Approved February 2021

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Chair of Governors

Chair of Curriculum and Standards Committee