



# Literacy Policy

Review Period: 2 yearly

Review By: Leadership Group & C&C

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## Literacy Policy

### **Aim:**

To enable all teachers to fulfil their role as teachers of literacy and to promote students' literacy development in the belief that it will support their learning and raise standards across the curriculum.

### **Purpose:**

All departments to have a commitment to developing students' ability to communicate effectively and become efficient language users by:

- Encouraging students to develop increased confidence and competence in speaking and listening so that they are able to communicate their ideas appropriately and with clarity.
- Encouraging students to enjoy reading, to be able to use their reading to help them learn and to develop increasing confidence and competence in reading so that they are able to read fluently, accurately and with understanding.
- Encouraging students to develop increased confidence and competence in writing so that they are able to communicate meaning effectively.

### **Guidelines:**

- Where appropriate, all departments will use the literacy marking policy when assessing pupils' written work.
- All departments will promote aspects of literacy through curriculum planning, including speaking and listening, reading and writing.
- All departments will share responsibility for promoting pupil literacy at all levels of ability.

### **Monitoring:**

- Designated literacy representatives within each department will adopt the responsibility of liaising with the literacy co-ordinator.
- Frequent audits (as defined by the literacy co-ordinator) will be conducted by the designated literacy representatives to ensure that Studley High School's literacy policy is adhered to.
- Termly audits will be conducted by the literacy co-ordinator to ensure that Studley High School's literacy policy is implemented and adhered to. This includes tracking and monitoring of reading ages for key pupils.
- Literacy co-ordinator to be instrumental in identifying common CPD needs to facilitate the promotion of literacy and ensure that literacy is prioritised across the curriculum.
- Literacy co-ordinator to support departments in the implementation of literacy strategies.



## Studley High School Marking Policy

When marking students' work, teachers at Studley High School should use the following symbols and abbreviations. The spelling, punctuation or grammatical error should be underlined and an abbreviation written in the margin to indicate what type of error it is. Correct spellings should be written out in full for the student either in the margin or above the original error. Similarly, students should use the same system when proof reading their own work or when peer assessing another pupil's work.

Sp = incorrect spelling

P = punctuation error or punctuation missing

CL = sentence or proper noun must begin with a capital letter

Exp = expression is unclear

// = new paragraph is required

^ = words missing

IR = incorrectly retrieved

? = meaning is unclear

A maximum of five errors should be identified in this way each time a book is marked. In addition, teachers may use subject specific symbols when marking students' work.

Teachers should adopt expectations regarding the presentation of work. All pupils will be expected to present their work according to the following criteria:

- writing must be legible in blue or black ink;
- homework must be identified in the margin as 'HWK';
- work is to be dated on the right hand side and underlined;
- the title is to be centralised and underlined;

## **Promoting reading**

The school adopts a range of strategies to promote high levels of literacy, including the ability to read well. Pupils will experience a range of activities within lessons that promote literacy and reading skills, these might include:

Specific reading lessons

Comprehension tasks

Age appropriate texts to challenge reading

Accelerated Reader assessments tracking reading ages

Reading aloud

Reading different formats of texts

Further strategies to encourage reading include Reading Buddies and Power Readers which aim to raise the profile of reading and diminish the differences seen nationally between Boys and Girls performance in English.

## **Oracy**

This refers to the ability to express oneself fluently and grammatically in speech.

At Studley High School pupils will have the opportunity to develop their oracy through lessons, extracurricular activities and through opportunities presented within the school offer.

Examples include;

1. Through participation in discussions and debates within curriculum areas
2. As part of the Pupil leadership team
3. Through extracurricular events such as Debating society, Young Magistrates, Performing Arts, Reading Buddies or Supporting local primary schools.
4. Through group and individual presentations.

All opportunities will be presented and developed with each individual pupil in mind, recognising the differences all learners face in terms of their spoken language.