



## 1. Aims of the Literacy Policy.

- To equip students with language skills in reading, writing, speaking and listening in order to succeed in life.
- To increase students' confidence in their own abilities.
- To 'narrow the gap' and remove any barriers to learning so as to enable students to achieve their full potential.
- To build upon and celebrate all achievements in the 4 key areas of literacy across all subject areas.
- Develop a shared responsibility to improving students' reading, writing, speaking and listening skills.

## 2. Objectives of the Literacy Policy.

### Reading and Understanding:

We want our 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;
- become independent and critical readers and make informed and appropriate choices;
- select information from a wide range of texts and sources including print, media and ICT and to evaluate those sources;
- apply techniques such as skimming, scanning, and text-marking effectively in order to research and appraise texts.

### Writing:

Many lessons include and depend on written communication. We want our students to develop increasing confidence and competence in writing so that they are able to:

- write in a widening variety of forms for different purposes e.g. to inform, persuade, instruct, describe, interpret, evaluate, explain, analyse and explore;
- develop ideas and communicate meaning to a reader using an increasing variety of key terms and technical vocabulary;
- structure sentences grammatically and whole texts coherently;
- present their writing clearly using accurate punctuation, correct spelling and legible handwriting;
- apply word processing conventions.

## **Speaking and listening:**

We want our students to develop increasing confidence and competence in speaking and listening so that they are able to:

- clarify and express their ideas and explain their thinking;
- adapt their speech to a widening range of circumstances including paired and group discussions and speaking to a larger audience;
- use varied and specialised vocabulary;
- speak for a range of purposes e.g. to narrate, to analyse, to explain, to reflect and evaluate;
- listen with understanding and respond sensitively and appropriately

## **Spelling, punctuation and grammar:**

## **Objectives to be added**

### **3. Literacy in the Classroom. Good Practice:**

**There is an ethos that English and the development of key literacy skills is fun, enjoyable, helpful and useful. All staff promote excellence in literacy.**

- Pupils understand what they need to do to improve in the 4 key areas of literacy.
- All students' successes and achievements are acknowledged and celebrated.

- Students are given time to predict, infer and visualise in response to a variety of texts and activities.
- Students' contributions are praised and built upon to increase confidence in their own abilities.
- Students are supported to arrive at solutions and answers through prompts and reminders of prior learning.
- Staff role model best practice in the 4 key areas of literacy.
- All staff provides a safe, welcoming and secure learning environment for students to engage in literacy activities.
- Staff display support materials to reinforce learning.
- Students are encouraged to 'aim high'.

#### **4. Raising the Profile of Literacy.**

- All staff regularly demonstrates the importance of literacy in everyday life. For example, reference to the use of email to communicate, regular reading and sharing of news articles or topical issues, encouraging pupils to use the internet as a research tool.
- *All pupils select a reader as part of The Welcome Programme and regular reading is encouraged by all staff and tutors. For example, all staff could ask pupils about a book they are currently reading, staff could keep a display about books they are currently reading, a daily 5 or more minutes could be devoted to reading during tutorial time/prior to quiz time.*
- Literacy Code resources are made available to all staff for reference and display purposes. The English Department introduce the Literacy Code to students and all staff re-enforce the Literacy Code in weekly lessons/tutorials. A Literacy puzzle, related to Literacy Code is completed in tutorials and to reinforce learning.
- *All staff to support pupils to gather, record and learn key vocabulary and spellings across all subject areas. Regular time allocated to this during tutorials, core subject areas and all enrichment activities.*

- All staff feel supported in, and committed to, the delivery and promoting of key literacy skills.

**NB:** *Glossary of literacy terms to be available in all teaching rooms and to promote commonality of language for literacy terms.*

## 5. Literacy across the Curriculum.

### Literacy in the Curriculum

#### Maths:

- Key mathematical words are on display and are referred to during lessons
- Pupils complete mathematical puzzles in written/word format
- Pupils are involved in discussion of their Personalised Curriculum Plan

#### Science

- Pupils compile reports based on own learning
- Pupils read and follow instructions.
- Pupils carry out independent research.
- Pupils participate in discussion activities
- Key words are on display and used for reference purposes

#### Current Affairs:

- Pupils access mixed media and create topical posters and leaflets
- Pupils write letters of topical interest
- Pupils watch and/or listen to news events and gain a greater understanding of the views and opinions of others

#### Citizenship

- Pupils use prior knowledge of society and the world to predict and infer
- Pupils watch/listen to and research a range of media to gain a greater understanding of the world they live in

- Pupils locate and retrieve information from written texts and/or power point presentations based on the world around them
- Pupils are encouraged to share their own views, listen to the views of others and to formulate their own views and opinions about social, moral and cultural issues.
- Pupils create a variety of artefacts to support learning and comprehension
- EAL: Pupils are supported to scaffold written responses..Some pupils will have access to a scribe and will record learning verbally

## **Art:**

- Pupils are encouraged to watch online tutorials, reflect on the meaning of words and respond to instructions
- A selection of art books and magazines are used for reference in lessons
- Key words are on display and are referred to during lessons
- Pupils are encouraged to reflect on their own learning with mixed media
- Pupils complete written records of step by step processes and are reminded of aspects of punctuation

## **Film and Music**

- Pupils access mixed media to formulate opinions and describe events.
- Pupils are given opportunities to share personal responses to a variety of themed media.

## **Physical Education/Sport**

- Pupils read model answers, complete exam style questions and review own work.
- Pupils plan and produce a written 6 week Personal Exercise Plan
- Pupils engage in plenary discussion activities

## **Health:**

- Pupils read, respond and complete written answers to health related topics
- Pupils are actively encouraged to research health related topics
- Pupils use inference skills

## **FLOC/The Mill**

- Pupils keep accurate records of what they have done, where they have been and what they have learnt
- Pupils read and/or listen to instructions and information to ensure personal safety and to gain a greater understanding of topics studied.

## **Food Technology:**

- Pupils are encouraged to read, listen to and follow verbal and written instructions
- Key words are on display and used for reference purposes

## **Mentor/Well Being**

- Pupils read variety of scenario's as a prompt for discussion about personal and social issues
- Pupils are encouraged to use inference skills to predict, explore and formulate views and opinions about self and others
- 1-1 discussions/conversations as part of the school's commitment to the well-being of all pupils

## **ICT**

- Pupils use the internet for research and are expected to read the information and decide what is fact, opinion and bias.
- Pupils use different types of software to complete a variety of tasks including letter writing, poster creation, leaflet design and document editing.
- Pupils are encouraged to use the spell check facility on each type of software to ensure work is accurate and error free.
- Pupils use email to communicate with effectively.

## **Enterprise/Careers**

- Pupils use letter writing skills to apply for jobs and courses
- Pupils learn how to effectively fill out application forms
- Pupils create CVs

## All subject areas:

### Encourage all pupils to:

- Communicate, collaborate and build relationships.
- Reflect on the 4 key areas of literacy: using verbal feedback during lessons in all subject areas, target setting and marking to improve literacy skills.
- Engage with and create a wide range of texts in different media.
- Extend and enrich their vocabulary through listening, talking, watching and reading.
- Participate in a range of speaking and listening activities, including debates, games, presentations, drama, discussion activities, role play.

## 6. Literacy and pupils with SEN.

### Objectives:

- To ensure all pupils access a Personalised Learning Programme based on prior assessment and all available and relevant information.
- To ensure pupils make progress in line with expected outcomes.
- To ensure pupils know how to make good and excellent progress in order to 'narrow the attainment gap' and/or achieve aspirational targets

### Implementation:

- To form a baseline assessment. all pupils complete a single word reading assessment, a reading analysis, a single word spelling assessment and DASH (All details available in Assessment Folder.)
- All pupils complete a BKSb diagnostic assessment to identify strengths and areas for improvement in literacy.
- Results of all assessments are recorded for reference and information.
- Target setting is S.M.A.R.T. /based on NC guidelines/GCES and FS objectives.
- Pupils follow intervention programmes to boost literacy skills eg The Inference Programme/ 1-1 reading time.
- Teachers, assistants and Learning Mentors support the development of literacy skills during group and individual sessions in a variety of ways. For example:



- on-line literacy activities,
- word games,
- role modelling,
- scribed work,
- Personalised Learning Programmes extend the literacy skills of all pupils and are appropriate for those who are gifted and talented, those with pupil premium and pupils with EAL.
- **Outcomes:**
  - Pupil progress is regularly measured against expected outcomes.
  - Pupil progress is reviewed, monitored and adapted to meet individual needs.
  - Staff are aware of pupils' abilities in literacy
  - All staff maintains updated records on student attainment and steps for progression.
  - All pupils make significant progress and are challenged to meet their aspirational targets.
  - All pupils feel supported by all staff to meet their aspirational targets.
  - Lesson observations and accurate data report on the successes of pupils with SEN.

## 7. Resources and support

Websites	Focus
<a href="http://www.englishmaven.org/">http://www.englishmaven.org/</a>	Online SPaG
<a href="http://www.bradleys-english-school.com/">http://www.bradleys-english-school.com/</a>	Online SPaG
<a href="http://www.softschools.com/">http://www.softschools.com/</a>	Online SPaG
<a href="http://www.softschools.com/">http://www.softschools.com/</a>	Online SPaG
<a href="https://www.superteacherworksheets.com">https://www.superteacherworksheets.com</a>	SPaG worksheets
<a href="http://www.bbc.co.uk/skillswise/0/">http://www.bbc.co.uk/skillswise/0/</a>	

<a href="http://resources.woodlands-junior.kent.sch.uk/literacy/index.htm">http://resources.woodlands-junior.kent.sch.uk/literacy/index.htm</a>	
<a href="http://resources.woodlands-junior.kent.sch.uk/interactive/literacy.html">http://resources.woodlands-junior.kent.sch.uk/interactive/literacy.html</a>	
<a href="http://www.topmarks.co.uk/Interactive.aspx?cat=53">http://www.topmarks.co.uk/Interactive.aspx?cat=53</a>	
<a href="https://www.webanywhere.co.uk/education/teaching-resources/secondary/literacy">https://www.webanywhere.co.uk/education/teaching-resources/secondary/literacy</a>	
<a href="http://www.what2learn.com/content/samples/Literacy/literacy.htm">http://www.what2learn.com/content/samples/Literacy/literacy.htm</a>	vocabulary
<a href="http://www.channel4learning.com/sites/waywithwords/index.html">http://www.channel4learning.com/sites/waywithwords/index.html</a>	vocabulary
<a href="http://www.teachit.co.uk/ks3">http://www.teachit.co.uk/ks3</a>	various
<a href="http://www.visuwords.com/">http://www.visuwords.com/</a>	dictionary
<a href="http://www.geoffbarton.co.uk/teacher-resources.php">http://www.geoffbarton.co.uk/teacher-resources.php</a>	Teacher resource
<a href="https://www.tes.co.uk/teaching-resources">https://www.tes.co.uk/teaching-resources</a>	
<a href="http://www.bbc.co.uk/education">http://www.bbc.co.uk/education</a>	

## 9. Reviewing The Literacy Policy and Success Criteria

Method of reviewing.	What this will look like.
Initial review of Literacy Policy at The Bridge	Discussion of policy at first departmental meeting, following feedback on draft from all staff. Amendments made as required.
Termly/End of Year review of literacy policy.	Literacy Policy to become an agenda item towards the end of the 1 <sup>st</sup> 2 <sup>nd</sup> and 3 <sup>rd</sup> term at Departmental meetings. The English department will produce a brief questionnaire for all departments to complete prior to meetings. Responses will inform annual review of the policy.
Through lesson observations.	Pupils are using the 4 key elements of literacy in all lessons and tutorials. Both staff and students feel confident in the literacy element of the lesson.
Written evidence	There is written evidence of literacy activities across all subject areas via X Curricular records/ pupils books and folders.
Staff feedback	Staff report on the usefulness on the policy. Staff feel confident about delivering literacy across all subject areas.

## 10. Glossary

Word	Meaning	Example
Alliteration	The same letter or sound at the beginning of adjacent or closely connected words:	'funny face' / 'rifles, rapid, rattle.' (Also Philosophical fish etc )
Dialect words	A form of language spoken in a particular area or by a particular social group:	'mardy' in Yorkshire, West Midlands etc. meaning 'grumpy, surly'.
Hyperbole	Deliberate exaggeration for effect:	'I've told you a thousand times!' is one example.

Metaphor	An image which implies a comparison by stating that something is the thing it resembles:	'The sea was woman; the woman was the sea.'
Onomatopoeia	When the words sound like their meaning:	'buzz,' and 'crash'. Movement may also be imitated, e.g. 'splishy-splashy fish'.
Non-standard English	A variety of English other than standard:	e.g. Caribbean, Cockney, Scouse. See 'dialect' above.
Personification	Describing something non-human as if it has human characteristics such as feelings:	'The broken toaster spat crumbs at me'.
Literal language	Literal language means directly what it states:	'I laughed a lot,' is literal.
Figurative language	Figurative language does not mean directly what it states:	'I laughed my head off!' is figurative.
Rhythm	The arrangement of words to form a regular beat through a pattern of stresses.	
Simile	A comparison between two things using 'like' or 'as':	'Her skin was soft as sable, Her eyes were wide as day.'

Stanza	A clearly demarcated part of a poem. Another word for 'verse' really.	
Symbol	Something used to stand for or represent something else:	The rose as a symbol of love; the cross as a symbol of Christianity.
Noun	A person, place or thing:	teacher, office, horse
Adjective	An adjective is a word that describes a noun:	small, greedy
Verb	A word used to describe an action:	hear, see, swim etc
Adverb	A word that describes or modifies a verb or adjective:	He ran <b>quickly</b> to safety!
apostrophe	To denote a missing letter: To show possession:	He's going outside.  The girls' shoes. (The shoes belonging to the girls.)
homophone	Words that sound the same but are spelt differently:	To/two/too
antonym	A word opposite in meaning to another:	Good and bad
synonym	A word having the same or nearly the same meaning as another:	happy, joyful, elated.

Main clause	A group of words that contain a verb and can stand on its own:	I am eating a piece of cake.
Subordinate clause	A secondary clause, which depends on a main clause for meaning:	We celebrated at the pub, <i>which is just down the road.</i>
Simple sentence	A group of words which make complete sense, with one main clause.	He made a cake.
Compound sentence	Two or more main clauses that are usually joined by a conjunction:	I went shopping and I bought some yummy chocolate.
Complex sentence	A main clause joined to one or more subordinate clauses:	I love cats, having owned several.
Paragraph	A collection of sentences about one main idea.	
Formal language	We use formal language in situations that are serious or that involve people we don't know well.	Eg Letter to the council
Informal language	Informal language is more commonly used in situations that are more relaxed and involve people we know well.	Eg Letter to a friend

Conjunction	Function as connectors between words, phrases, clauses, or sentences.	as, and, because, but, however.
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Ratified at the management committee meeting on 4<sup>th</sup> October 2016

Review Frequency: 2 years