



Literacy Policy

Adopted by Netherhall School Governing Body

On: March 2019

Signed: (Jan Clarke, Chair of Governors)

Date by which the procedure was last reviewed: March 2019

Anticipated review date: March 2020

Equality Act 2010

Our school is committed to equality both as an employer and a service provider. We welcome our general duty under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations. In addition we recognise our specific duties to publish information every year about our school population; explain how we have due regard for equality; publish equality objectives which show how we plan to tackle particular inequalities and reduce or remove them.

We recognise our duty to ensure no-one experiences harassment, less favourable treatment or discrimination because of their age, any disability they may have, their ethnicity, colour or national origin, their gender identity or reassignment, their marital or civil partnership status, being pregnant or having recently had a baby, their religion or belief, their sexual identity and orientation.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion and British values.

Introduction

Netherhall school is committed to raising the standards of literacy of all of our students, so that they develop the ability to use these skills effectively in all areas of the curriculum, and as a platform to cope confidently with the demands of further education, employment and adult life.

Rationale “Every Teacher is a Teacher of English”

Literacy is central to the school curriculum. Through the emphases we place on developing students’ skills in speaking, listening, reading, writing, thinking and exploring ideas, we aim to help them to become the best of independent learners. Our focus is on helping students to express themselves articulately, both orally and in writing. All staff, including the school library and all teachers have a crucial role to play in supporting students’ literacy development. (Teaching Standard 3.3 Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.)

It is clearly understood that poor levels of literacy impact negatively on what students can achieve and have a negative impact on their self-esteem. Conversely, competent literacy skills enable students not only to achieve well in examinations, but to be able to communicate effectively and precisely in their lives now and in the future.

The Policy in Action

Learning through Speaking and Listening – our key areas:

- Using talk to explore issues, concepts, idea and feelings
- Adapting structure and vocabulary according to purpose and audience
- Listening and responding to others

In order to achieve these objectives, our planning will include specific reference to purposeful Speaking and Listening activities. This includes, as appropriate:

- Using a range of strategies to engage students in S&L activities
- Ensuring that S&L activities have a clear sense of purpose, which is full understood by students
- Planning for explicit teaching of S&L skills
- Modelling effective examples of successful speaking and listening for students
- Challenging students to extend their thinking through skilled questioning
- Evaluating S&L activities through verbal staff feedback, peer and self-assessment

Learning through reading - our key areas:

- Developing research skills – reading for information
- Reading for meaning – thinking about what has been read
- Understanding the importance of purpose or intention

In order to achieve these objectives, our planning will include specific reference to purposeful reading activities. This includes, as appropriate:

- Improving the students' reading diet by using high quality reading materials which are up to date, authentic and challenging
- Modelling how to read texts, and the strategies which could be used, depending on the purpose of the reading
- Developing students' skills in understanding the importance of the writer's purpose or intentions
- Using a range of strategies to develop students' ability to understand, describe, select or retrieve information from texts
- Ensuring that there are effective displays of reading material in each classroom relevant to each subject area– including subject specific vocabulary which students are encouraged to use regularly
- Ensuring that access to thesauruses, dictionaries, glossaries and lists of appropriate subject vocabulary etc. are readily available during lessons
- Encouraging students to read for pleasure and enjoyment

Learning through writing – our key areas:

- Writing accurately
- Writing with a sense of purpose and audience
- Structuring writing effectively

In order to achieve these objectives, our planning will include specific reference to purposeful writing activities. This includes, as appropriate:

- Implementing the school's "Neat Ideas" approach to improving presentation and organisation of written work
- Developing students' skills in structuring their work clearly, sequencing their writing effectively, and using and linking paragraphs
- Developing students' ability to write in a variety of forms by explicitly teaching the conventions of those forms in terms of structure and style
- Ensuring that students develop the skills of adapting their writing to suit specific purpose and audiences
- Developing use of an increasingly wide range and technical subject specific vocabulary
- Modelling examples of good practice in specific types of writing
- Engaging students in the use of strategies to help with the spelling of subject specific vocabulary
- Ensuring that the need for technical accuracy in all written work is emphasised before writing begins, and again before work is submitted, and that the whole school strategies are implemented

Marking for Literacy – marking with sensitivity and with clear impact in mind

When marking students' written work for literacy, it is essential to use professional judgement regarding the frequency of errors marked, and the way in which we expect students to respond. This will depend on each individual student's ability and confidence in correcting their own work, particularly when dealing with students with dyslexia. It is

essential that we help them improve without overwhelming them. However, as a staff, we will generally adhere to the following:

1. Following the appropriate level of teacher input regarding structure, purpose and audience (see writing section above), remind students to take care with technical accuracy.
2. Before students submit written work, give a reminder – and time - for them to make a final check for any basic technical errors.
3. Depending on the length and style of the writing, use the marking annotations as outlined below for the first paragraph – or approximately ten lines of writing – and indicate where you have stopped marking by using a * in the margin.
4. As a guide, on a typical page of writing, correct only three examples of key errors and then instruct the students in a comment at the end of their work, to carry out further corrections themselves, as indicated below.
5. When work is returned, build in to the lesson reflection time for students to make corrections and identify any further similar errors in their own work.
6. Check how effectively this has been done when the work is next submitted, or by discussing with students during the lesson.
7. If appropriate, ensure students leave space at the end of their work to address any issues.

Literacy Intervention

At the start of the Academic Year, pupils in years 7-9 are tested to assess reading and spelling ages. Those pupils identified with a significant discrepancy between test and chronological ages are selected for intervention, to support improvements in these fundamental areas. Interventions in spelling and through paired-reading are carried out during regular morning registration sessions and pupils are re-tested towards the end of the term, to measure improvement.

Further, more specific interventions, through the Toe by Toe and Corrective Reading programmes, are offered to pupils who appear to have very specific needs in terms of either decoding literacy or recognising phonic blends in spelling. All interventions are having a positive effect on improving basic levels of literacy in school.

Marking for Literacy – Staff Guide

In Margin	Meaning	Guidance	
CL	Capital letter or used incorrectly	<ul style="list-style-type: none"> • Circle missed capital • Write CL in margin In reflection time: <ul style="list-style-type: none"> • Students correct by writing over the error • Students check rest of work 	
Sp	Spelling mistake	<ul style="list-style-type: none"> • Circle the part of the work that is incorrect • Write Sp in margin • Focus firstly on subject specific vocabulary / basic errors • Depending on the complexity of the words then... 	
		For the less confident students: <ul style="list-style-type: none"> • Staff write the correct spelling above the incorrect word In reflection time: <ul style="list-style-type: none"> • Student writes correctly at the bottom of work 	More confident students: In reflection time: <ul style="list-style-type: none"> • Student finds the correct spelling • Student writes above word and writes correctly at the bottom of work
??	Meaning not clear/ sentence muddled	<ul style="list-style-type: none"> • Underline the part of any sentence which doesn't read well or is not grammatically correct • Write ?? in the margin In reflection time: <ul style="list-style-type: none"> • Student writes the correct work at the bottom of work 	
NSE	Non-Standard English	<ul style="list-style-type: none"> • Underline the word • Write NSE in the margin • Write standard English alternative above the word e.g. "friend" instead of "mate" In reflection time: <ul style="list-style-type: none"> • Student writes the correct word at bottom of work 	
P	Punctuation missed or used incorrectly	<ul style="list-style-type: none"> • Circle the misused or missing punctuation • Write P in the margin • Correct or add the appropriate piece of punctuation In reflection time: <ul style="list-style-type: none"> • Student checks the rest of work for similar errors 	
Λ	Word missing	<ul style="list-style-type: none"> • Write symbol in where the word has been missed In reflection time: <ul style="list-style-type: none"> • Student inserts the missing word(s) 	
// NP	New paragraph	<ul style="list-style-type: none"> • Write the symbol at the point in the text where the new paragraph should have been taken • Write NP in the margin In reflection time: <ul style="list-style-type: none"> • Student checks the rest of the work for any similar errors and indicates with the same symbols 	
FS	Write in full sentences	<ul style="list-style-type: none"> • Underline the sentence which needs to be corrected • Write FS in the margin In reflection time: <ul style="list-style-type: none"> • Student re-writes the sentence in full at the bottom of work 	
T	Wrong tense used	<ul style="list-style-type: none"> • Underline the word or sentence • Write T in the margin In reflection time: <ul style="list-style-type: none"> • Student re-writes the word or sentence and checks the rest of the work for similar errors 	

Improving My Writing – My Response to Teacher Corrections – Student’s Guide

In Margin	This Means	My Teacher Will	I Will
CL	Capital letter or used incorrectly	<ul style="list-style-type: none"> • Circle the missed capital letters • Circle if I have used a capital letter incorrectly • Write CL in the margin 	<ul style="list-style-type: none"> • Write the correction over the mistake • Check and correct the rest of my work
Sp	Spelling mistake	<ul style="list-style-type: none"> • Circle the part of the word that is incorrect • Write Sp in the margin • Write the correct spelling above the incorrect word – or leave it for me to correct 	<ul style="list-style-type: none"> • Find the correct spelling if required and write the correction above the word • Write the correction at the end of my work
??	Meaning not clear/ sentence muddled	<ul style="list-style-type: none"> • Underline the part of any sentence which doesn’t read well or is not grammatically correct • Write ?? in the margin 	<ul style="list-style-type: none"> • Write an improved version of the sentence once at the bottom of my work
NSE	Non-Standard English	<ul style="list-style-type: none"> • Underline the word • Write NSE in the margin • Write standard English alternative above the word e.g. “friend” instead of “mate” 	<ul style="list-style-type: none"> • Write the correct word at the bottom of my work
P	Punctuation missed or used incorrectly	<ul style="list-style-type: none"> • Circle the misused or missing punctuation • Write P in the margin • Correct or add the appropriate piece of punctuation 	<ul style="list-style-type: none"> • Check the rest of my work for similar mistakes and correct them myself
∧	Word missing	<ul style="list-style-type: none"> • Write symbol in where the word has been missed 	<ul style="list-style-type: none"> • Insert the missing word(s)
// NP	New paragraph	<ul style="list-style-type: none"> • Write the symbol at the point in the text where the new paragraph should have been taken • Write NP in the margin 	<ul style="list-style-type: none"> • Check the rest of my work for any similar mistakes and indicate with the same symbols
FS	Write in full sentences	<ul style="list-style-type: none"> • Underline the sentence which needs to be corrected • Write FS in the margin 	<ul style="list-style-type: none"> • Re-write the sentence in full at the bottom of my work
T	Wrong tense used	<ul style="list-style-type: none"> • Underline the word or sentence • Write T in the margin 	<ul style="list-style-type: none"> • Write the correct word or improved sentence at the bottom of my work