# LITERACY Policy

## Literacy across the Curriculum

*'Pupils should be taught in all subjects to express themselves correctly and appropriately and to read accurately and with understanding.'*

### Key area foci

- *Consistency in marking across the curriculum. Including PEER/ SELF assessment. Using the whole school marking key.*
- *Extending teacher assessment to incorporate dialogic marking.*
- *Encouraging reading for pleasure and for information retrieval in all subjects, can make links with the wider world.*
- *Using time in and out of lessons for extended writing. Extended writing is assessed for literacy, making use of NC guidelines.*

## Introduction

All teachers are teachers of literacy. The staff of Kettlethorpe High School are committed to developing literacy skills in all of our pupils, in the belief that it will support their learning and raise standards across the curriculum.

All schemes of work and most, although not all, lessons should include specific literacy objectives. Teachers explicitly teach literacy skills and standards to create learning targets which are literacy focused. These are generated by teachers' literacy focused marking.

## Speaking and Listening

Pupils use language precisely and coherently. They listen to others and respond and build on their ideas. Pupils participate orally in groups and in the whole class. They use talk to: develop and clarify ideas; identify the main points to arise from a discussion; listen for a specific purpose; discuss and evaluate.

## Reading

We aim to teach pupils a level of literacy that will enable them to cope with the increasing demands of subjects. As a school we teach pupils to structure and develop their ideas by using PEAZER (POINT EVIDENCE ANALYSIS ZOOM EXPLORE RESPONSE).

Reading age tests are taken annually by pupils in Years 7-9. The data is shared with the whole school; data can then be used by teachers to differentiate the reading material used.

Wider reading is encouraged through: tutor time activities; extra-curricular days such as: Readathon (one week reading challenge week/ charity fund raising event); supporting World Book Day; Accelerated Reader used with Years 7 to 9, with support from the library; visits from authors; reading groups run by the English department; a reading scheme delivered with volunteers from the community; and book racks situated around school here students can borrow books whenever they choose.

## Writing

Teachers: use the modelling process to make explicit to pupils how to write; use dialogic marking to provide clear feedback and opportunity for pupils to edit and improve their work; use the whole school marking key; make PALL explicit – Purpose, Audience, Format and Formality of language; provide opportunities for a range of writing including sustained, extended writing time. Pupils use PEER and SELF assessment and clear success criteria.

> **Kettlethorpe High School is committed to raising standards of literacy in all its pupils, through a whole school approach.**
>
> **Every teacher has a role to play in this process**.

Team Leader of English/ Whole School Literacy Coordinator

September 2017


Policy to be reviewed: September 2019

# Marking For Learning 2017-18

## Improvement Marking

Improvement marking focuses on both the successes against the learning objectives and a student's improvement needs

Students will be given time to respond to the improvement marking as soon as possible after it is given.

*Improvement marking will take this form:*

| WWW | Descriptive comment about what went well. |
|-----|-------------------------------------------|
| EBI | Descriptive comment saying your work would be even better if. |

## Purple for polishing

- Students should be allowed time to make improvements based on teacher feedback.
- Any improvements by students should be made in **purple pen.**
- Students should respond to any marking codes with corrections made in purple pen.

## Literacy codes

When marking a piece of writing, any errors with students' spelling, punctuation or grammar should be highlighted using the following codes:

SP      *Spelling mistake – word is spelt incorrectly.*

G       *A grammatical error – a sentence has been structured incorrectly.*

P       *Error with punctuation – punctuation has been used incorrectly or missed out entirely.*

C       *Capital letter – capital letter is missing or has been used incorrectly.*

//      *Paragraph - paragraph break is missing.*

WW    *Wrong word – when the wrong homophone has been use. E.g. were/where/we're.*

^       *Missing word – when a word is missing from a sentence.*

Teachers will be expected to highlight no more than 3 of any 1 error per page of students' work.

## Other

Presentation should be addressed if it has a significant impact on the quality of written communication