



Literacy Policy

“Maximising students’ abilities, ambitions and academic potential”

Recommended by: Teaching and Learning Committee	
Date: February 2017	
Approved by the Full Governing Body	
Signed: <i>John Brook</i>	
Approved by the Full Governing Body	
Next review due: February 2019	

Broadoak Mathematics and Computing College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Rationale

The college aims to support students in being able to read, write and communicate effectively with others in a range of situations. Within lessons, staff model good reading, writing and communication skills and develop these skills in students by planning a range of appropriate activities and teaching to the needs of the student. By doing this, Broadoak students will become active and positive participants in society and lead happy and productive lives.

Objectives:

- To ensure consistent planning and delivery of literacy across the curriculum
- To provide Broadoak students with a language-rich environment
- To ensure that both staff and students use language for learning
- To create students who are competent and confident linguists in all areas of their life

Teaching and Learning

All schemes of work should make explicit the literacy objectives for that module. These should not just be where the topic or teaching touches upon elements of literacy but where and how the teacher intends to deliver aspects of literacy. Ideally, they should be linked to Broadoak's reading, writing and communication skills list:

Code	Reading
R1	To use skimming and scanning in order to retrieve relevant information.
R2	To recognise where information is implied or suggested.
R3	To recognise the key points made in a text and to summarise those points.
R4	To identify relevant supporting evidence.
R5	To make links and connections within and between texts.
R6	To understand the context of a text and how it impacts on our appreciation of it.
	Writing
W1	To punctuate sentences accurately.
W2	To paragraph my work accurately.
W3	To use a wider range of connectives to show the links between my ideas.
W4	To produce writing that is appropriate to audience and purpose.
W5	To spell increasingly complex words accurately.
W6	To use an increasingly varied and sophisticated range of vocabulary.
W7	To use sentence structure appropriately and accurately.
	Communication
C1	To contribute regularly to class discussions in an appropriate way.
C2	To listen and respond to others appropriately and with sensitivity.
C3	To use standard English accurately and in appropriate situations.
C4	To explain my ideas with confidence in a range of situations.
C5	To use a range of appropriate non-verbal techniques to communicate effectively.

Each scheme of work should provide opportunities for students to develop, practise and show progress in reading, writing and communication skills. Teachers should be aware of students' ability with regards to literacy by accessing CATS and KS2 results for English. They should plan work in accordance with the general level of ability in the group.

Where teachers use text books and printed resources, where possible, they should be appropriate in relation to size of print and clarity; length and complexity of sentences and appropriateness of vocabulary. As well as this, white board work and work sheets should be legible and not necessarily presented as black on white.

Students should be encouraged to be active and critical readers. They could, for example, be asked to summarise sections of a text; be encouraged to ask questions about what they have read; asked to clarify problematic sections of a text and encouraged to go beyond the surface meaning of a text. Where possible a teacher should model the reading strategies he/she has used to make sense of a text so that students, with appropriate support, can draw upon the same strategies in similar learning situations.

Across a scheme of work, lessons should motivate and challenge students' reading, writing and communications skills and so must allow for appropriate differentiation. More able students should be given access to complex vocabulary and sentence structures whilst the less able may be helped through the use of effective writing frames. Whatever the technique, language should not only be supported but extended where appropriate.

Students should be given access to a variety of text types and a variety of purposes for writing. Students should be expected, where possible, to plan, draft and discuss ideas before committing them to writing. Where possible, each curriculum area should aim to teach the text types used in their subject. The teacher must make explicit the features of the text types he/she expects the students to use. This is most effectively achieved through the use of shared reading (the identification of features of a text) and then teacher modelling (the teacher explains the thought processes and rationale behind linguistic choices).

Reading for Pleasure

This is defined by the National Literacy Trust as, 'Reading that we do of our own free will, anticipating the satisfaction that we will get from the act of reading'.

Students are encouraged to read for pleasure and are given access to reading material from the Learning Resources Centre (LRC) in tutor times, lunchtimes and in Year 7 and 8 LRC lessons. As well as supporting the development of reading skills, these reading opportunities also encourage students to engage with a wide range of books and promote the importance of sharing reading through writing book reviews and engaging in discussions. During the LRC lessons, the LRC Manager plays a pivotal role in promoting a love of reading to students by engaging students in a discussion of what they have read and monitoring the books selected by students.

Staff act as role models by presenting a positive view of reading for pleasure and sharing their own positive reading habits and recent reading experiences with students. A celebration of reading

takes place once a year to promote World Book Day and involves a range of activities, including tutor time events, competitions and assembly.

We acknowledge that to develop a love of reading, students need immersion in a culture of reading which should be created in part by the students themselves. There are opportunities for older students to become peer mentors to younger students in order to promote reading for pleasure as a positive experience. This is led by the LRC Manager.

Feedback

(See also Assessment and Feedback for Learning Policy)

Students are expected to present work neatly, to write legibly and to achieve their personal best in all written work. They should be reminded of this during lessons and in the teacher's written comments. This means that the date and title should be written in full as shown below and using capital letters, except for in French:

C/W	Algebra	Monday 6 th September
-----	---------	----------------------------------

Each piece of work should be marked for a pupil's use of literacy, including tasks which involve spoken language. Students should be made aware of the need to use capital letters and the full range of punctuation accurately. They should also be encouraged to proofread for the accuracy of spelling, paragraphing and written expression.

The following codes should be used by staff when offering feedback:

Code	Meaning
Sp	Spelling error – write out correct spelling three times
//	Paragraph missing
Underline	Capital letter missing
T	Incorrect use of tense
Circle	Incorrect use of punctuation or punctuation missing

No more than three spelling mistakes should be highlighted at any one time. This is to ensure that students are not overwhelmed by their errors. Teachers should focus on common errors and spelling patterns and, where necessary, offer guidance and support to students about how to ensure accuracy in spelling; for example by explaining spelling patterns or plural endings.

Teachers should write out the word correctly for students. Students should be asked to write out the correct spelling three times in their book. Students are encouraged to learn these using a suitable strategy such as the LOOK, SAY, COVER, WRITE, CHECK method. A teacher could provide other techniques for learning subject specific or difficult vocabulary such as MNEMONICS, WORD WITHIN A WORD, and BREAK INTO SYLLABLES OR BREAK INTO PARTS. Where there is a collective misunderstanding or misuse of a word, punctuation or spelling, the teacher could spend some time at the start of the following lesson, teaching the correct usage.

Verbal feedback can also be provided by a teacher when working with a student or group of students. Teachers should actively seek to correct errors in spoken language by modelling the correct response in reply to a comment or question. They may also offer feedback on literacy as they observe its use in the classroom or as they walk around the room.

Students are expected to proofread all work before submitting it for self, peer or teacher assessment. Students should be given the opportunity to read through their writing, looking for and amending errors. It is recommended that all subject areas provide an opportunity for students to use dictionaries to find the correct spellings of words.

Display

All classrooms should be stimulating learning environments. Displays should reflect recent or preferably current topics of study. They should incorporate pupil work but should also provide stimuli for the wandering eye. An effective technique, for example, is the use of a rhetorical question. Provide questions where students have to find the answer by reading the display in more detail or just provide students with an issue to ruminate on. It should be a learning experience.

Every classroom should have an extensive KEY WORD display which provides definitions of subject specific words. At its most effective it should be colour coded to help our visual learners. It should be used during a lesson and can even just be pointed to in order to help students in search of answers to a teacher's questions. Where possible, a moving/mobile display is effective.