



# HEBBURN

Comprehensive School

## Literacy Policy

Review Period	Annual		
Date of next review	January 2023	Author	A Phillips
Type of Policy	Statutory	Approval	Governing Body
Signed by:			
Head Teacher	Mr D Thompson	Date: 27 January 2022	
Chair of Governors	Cllr A Ellison	Date: 27 January 2022	

## Statement of Intent

**“Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society.” UNESCO**

At Hebburn Comprehensive, we are committed to the development of literacy, recognising that language and literacy provide pupils with the essential building blocks, not just for academic success, but for ongoing success in adult life.

In order to raise standards and fully equip pupils with the essential skills they need to be successful, we will ensure a consistent, whole-school approach to the development of literacy, incorporating the following:

- Developing disciplinary literacy across the curriculum;
- Providing targeted vocabulary instruction in subject areas;
- Developing pupils’ ability to read more complex texts;
- Developing strategies for pupils to break down more complex texts;
- Combining writing and reading in every subject;
- Providing opportunities for the development of oracy; and
- Providing high-quality interventions for pupils who are struggling.

All teachers are teachers of literacy and all classroom staff have a responsibility to develop pupils’ skills in reading, writing, speaking and listening. We will ensure that pupils become competent in their use of language and are able to access the full curriculum and achieve their full potential

### Key Roles and Responsibilities

- The Governing Board has overall responsibility for policy, ensuring that it does not discriminate.
- The Head Teacher is responsible for the overall implementation of the policy.
- The Assistant Head Teacher (Literacy) is responsible for the day-to-day implementation of the policy and liaising with Heads of Department and teachers across all of subjects areas, in order to facilitate the delivery and development of cross-curricular literacy.
- The English department will play a key role in the teaching and development of whole-school literacy, recognising, however, that it is the responsibility of all staff, in all curriculum areas, to ensure literacy is constantly addressed, in order to achieve high standards.
- Heads of Department will be responsible for developing literacy across their subject area, with the support of the Assistant Head (Literacy), the SENCO and the English Department.
- Literacy leads for each department will attend training on Disciplinary Literacy, deliver support and training to the rest of the department, ensure that marking for literacy is followed and review literacy within the schemes of learning.

### Guidelines

- The development of literacy skills across the curriculum will be implemented according to the following guidelines:
  - Departmental schemes of learning will specify how literacy skills are embedded and reinforced within the subject area.
  - All staff will follow whole-school policies on the teaching and marking of literacy (outlined below);

- Pupils with low levels of basic literacy will be identified and additional support will be provided.
- The school's Assistant Head Teacher (Literacy), SENCO and Head of English will advise teaching staff on how best to support pupils who encounter difficulties with reading, writing and communication.
- We will use key data to identify those pupils who require additional support. Pupil progress will be monitored by key staff and intervention will be provided. This intervention will vary in frequency and content depending on the need of the individual student.

## **Reading**

All classroom staff will:

- Be aware of reading ages for the class.
- Provide opportunities for reading aloud in class, as a groups and as an individual.
- Provide reading material of high quality, which is relevant and engaging.
- Carefully select texts, ensuring they provide sufficient challenge.
- Encourage wider reading relating to the subject area.
- Use a range of evidence-based teaching and learning strategies to developing reading comprehension.
- Using de-coding strategies to help understand and interpret words.
- Promote the skills of scanning, skimming and close reading strategies.
- Develop pupils' ability to locate and retrieve information; to select and interpret information; to collate supporting details within a text; to collate material from a variety of texts, including different types of text.
- Take any opportunity to promote the enjoyment of reading.

## **Writing**

All classroom staff will:

- Insist on high standards of presentation. Use the 'PROUD' guidelines in the school's marking policy.
- Insist on proof reading before work is handed in.
- Explicitly teach subject-specific vocabulary and spelling;
- Take opportunities to promote extended writing and provide writing frames/prompts/structures, etc. to help develop extended writing, but also encourage independent scaffolding for the most able.
- Actively promote good punctuation, spelling and the rules of grammar.
- Take every opportunity to expand both subject-specific and general vocabulary.
- Insist on answers being written in complete sentences, not one word answers.
- Insist on adapting writing to match purpose and audience.

## **Speaking and Listening**

All classroom staff will:

- Lead by example, ensuring they use Standard English at all times.
- Correct pupils when using slang or incorrect English, constantly reinforcing the need for correct English in the classroom and across the school.
- Encourage pupils to speak in lessons and justify ideas with reasons
- Encourage pupils to ask questions to check understanding.
- Encourage pupils to use a wide range of vocabulary and structures.
- Encourage pupils to correct their own speech when errors are drawn attention to.
- Provide opportunities for structured speaking tasks, in a range of contexts and forms: whole class, group and paired discussion; individual extended contribution; and role play.
- Opportunities should be planned to help pupils develop their understanding through hypothesising and exploring ideas.
- Ensure that pupils are actively listening to the teacher and each other.

## **Vocabulary**

All classroom staff will:

- ensure a word-rich classroom environment;
- teach academic vocabulary explicitly and clearly (tier 3 words);
- promote the use of high frequency words (tier 2 words);
- model high-quality academic talk in the classroom;
- promote and scaffold high quality academic writing in the classroom;
- read aloud to students to facilitate their understanding;
- signpost synonyms;
- allow pupils time to construct an answer;
- use the power of “why?”;
- use the SEEC model (select, explain, explore and consolidate).

## **Marking for Literacy:**

All classroom staff will:

- Follow the whole-school marking policy when marking and assessing pupils’ work.
- Underline mistakes and place appropriate symbols. (Note: it is not policy to indicate every single mistake in pupils’ work). This is at the discretion of the teacher, especially when marking work of pupils who have low literacy levels in all areas of spelling, punctuation and grammar. Specific areas can be targeted in different assessments, with pupils being told beforehand what the key literacy focus will be in that particular piece of work, i.e. full stops and capital letters.
- When addressing spelling errors, use spelling strategies to support pupil learning; remind pupils about letter orders; use prefixes and suffixes; and understanding of root words.
- Provide opportunities for pupils to correct their own work in green pen.
- Ensure their own written feedback is free of errors.

## Literacy Marking Codes

<b>Teachers mark in red and pupils mark in green</b> <b>Indicate to the pupils what the focus for the marking is: spelling/ punctuation or grammar</b>	
<b>SP</b>	Spelling mistake - circle or underline where the error has taken place
<b>PR</b>	Presentation Be <b>PROUD</b> of your work  <b>P</b> en – write in blue or black pen <b>R</b> uler – Use a ruler to draw all straight lines and rule off your work when you have finished <b>O</b> ops – Draw a line through mistakes with a ruler and make the correction <b>U</b> nderline – underline the date and title <b>D</b> raw – draw in pencil (diagrams etc.)
<b>P</b>	Punctuation error - underline where the error has taken place
<b>//</b>	A new paragraph is needed
<b>Gr</b>	Grammatical error - correct
<b>0</b>	Missing punctuation – outline what is needed
<b>CL</b>	Capital letter error - circle the omission

The school is committed to developing whole-school literacy through our CPD programme.

Whole staff inset and individual and group training is an integral part of our staff development programme, and it is an expectation that all staff attend the relevant sessions.

### Monitoring and review

The policy will be reviewed annually by the Governing Board.