Ormiston Academies Trust

Literacy Policy

Ormiston Horizon Academy Literacy Policy 2017

Ormiston Horizon Academy accepts the fundamental principle that literacy is the key to improving learning and raising standards; it enables students to gain access to the subjects studied in schools, to read for information and pleasure, and to communicate effectively in both written and spoken contexts. Poor levels of literacy impact negatively on student learning and self-perception. All teachers share responsibility for the teaching of literacy across the curriculum. If staff and students are to value the development of literacy, it must be seen as one of the core values of the school. Departments must identify appropriate contexts within the subject for the development of literacy skills. Crucially, we believe that literate students will ultimately emerge as confident and articulate communicators, fully prepared to enter the adult world, whether to continue their academic studies or to enter the world of work.

Literacy at a whole school level

In line with the Teachers' Standards (2012) which states that 'A teacher must 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', Ormiston Horizon Academy believes that an effective literacy policy should be applied on a whole school level. This includes:

- Governors/Senior Leadership – ensuring literacy is a whole school priority;
- Curriculum Leaders- Promoting and monitoring literacy within teaching and learning as well as marking and feedback.
- Personal Tutors – Promotion of literacy through personal tutor time activities such as 'Word of the Week' and Reading Aloud, and promoting independent reading through the Accelerated Reader programme and other literacy focused competitions.
- Teachers- Embedding and promoting literacy within every day Teaching and Learning.
- Learning Support Department – Deliver high quality support and intervention to students with lower literacy levels.
- Library – Promoting pleasure for reading through Accelerated Reader and various other literacy based competitions/activities;
- Students – Taking increasing responsibility for recognising own literacy needs and making improvements.
- Parents – encouraging students to embed literacy skills at home through support when completing literacy-based homework activities and reading independently at home (again, following the AR programme).

Teaching and Learning

The purpose of the whole school literacy policy is to ensure that all opportunities are taken for promoting students' literacy skills. It will enable all staff to work with a common marking policy for literacy. In order to ensure that all students progress in literacy at OHA, teachers in all curriculum areas should consider the following areas:

Reading

• Provide appropriately pitched reading material that is of high quality.
 Encourage students to skim, scan and select material.
- Familiarise self with reading/spelling scores via SIMS in order to inform planning and differentiation.

Writing

• Using the modelling process (through exemplar extended responses) to make explicit to students how to write.
• Providing opportunities for a range of writing including sustained writing.
- Encourage high levels of presentation.
- Encourage students' proof read work before handed in.
- Use strategies to assist students in developing the structure of their written work.
- Scaffold students' writing through cloze exercises, sentence starters and vocabulary banks.
- Promote the use of dictionaries and thesauruses to assist with proof reading, spelling, expanding students' vocabulary and general comprehension.
- Reinforce cross curricular and subject specific literacy, as well as the literacy marking policy, via classroom display.
- Use writing strategies such as 'Slow Writing' to scaffold students' writing and encourage them to produce extended and developed responses.

Spelling

- Consistently develop spelling, punctuation and grammar through the use of the whole school assessment and marking policy.
- Teachers should identify three key misspellings per piece of work and write the code 'sp' in the margin to highlight these errors.
- All students should make corrections to spelling by re-writing their misspellings three times in columns, either beneath their work or in the margin during their Dedicated Reflection and Improvement Time.
- Key vocabulary reinforced via classroom display.
- Revise key vocabulary.
- Teach agreed learning strategies (Look, cover, write, check) which will help pupils to learn subject specific and other key spellings.
- Set regular spelling tests to revise the spelling of subject specific vocabulary (at least one spelling test per subject per term) which should be recorded in the back of their planners.
- Share key words at the start/throughout the lesson and note these in students' books (in the margin or at the back of their books in a 'Glossary Page'.
- Encourage students to use the TRT spelling strategy to sound out/break down spellings of more sophisticated words.
- Concentrate on the marking of high-frequency and key subject words taking into account the differing abilities of pupils.

Communication

Develop strategies to teach students how to participate orally in pairs/groups and in the whole class, including: using talk to develop and clarify ideas; identifying the main points to arise from a discussion; listening for a specific purpose; discussion and evaluation.

- Identify opportunities for high quality speaking and listening activities.
- Promote oracy by embedding regular mini-plenaries which enable students to verbalise their ideas prior to writing a response.
- Teachers should allow students time to share their ideas verbally with their peers using strategies such as 'think-pair-share'.
- Teachers should also use differentiated questions to encourage students to develop each other's answers through strategies such as 'pause, pounce, bounce'.
- Teachers should use Standard English at all times to model good oracy skills and encourage students to answer questions in full sentences.
- Speaking and Listening Development (SALAD) days which are held once termly promote oracy across the academy.

Marking Policy

In the marking of students' work there is the continued expectation that errors linked to subject specific terminology will be highlighted and require correction as per departmental policies. In addition all teachers must:-

- Highlight other common spelling errors (e.g. homophones such as there and their, too, to and two) – 'sp' should be placed next to words spelt incorrectly.
- Highlight punctuation errors using a 'p'.
- Highlight errors in the use of capital letters using a 'c'.
- Insist on the appropriate use of sentences and paragraph demarcation where appropriate – use a / to denote a new sentence and // for a new paragraph.
- Highlight grammatical errors such as 'would of' by placing 'gr' in the margin.
- Highlight missing words using the symbol '^'.
- Place a '?' in the margin to ask students to clarify their ideas.

All teachers must award students marks out of 4 for literacy for summative assessments (once termly) and set literacy targets accordingly when giving qualitative written feedback in the EBI section.

Staff CPD

- Staff CPD will be met via external training, staff led inset, regular updates of cross curricular literacy in staff meetings and the sharing of best practice through emails and regular literacy bulletins.
- Support individual departments by attending departmental meetings and liaise with the National Literacy Trust to request subject-specific literacy consultancy where appropriate.
- Meet with 'Literacy Champions' to disseminate key literacy practices and to gather departmental feedback.

Monitoring and Evaluation

Literacy across the curriculum will be regularly evaluated and monitored through:

Mark	Typical features of response
4 marks	**High performance:** • Learners spell and punctuate with consistent accuracy, and consistently use vocabulary and sentence structures to achieve effective control of meaning.
2–3 marks	**Intermediate performance:** • Learners spell and punctuate with considerable accuracy, and use a considerable range of vocabulary and sentence structures to achieve general control of meaning.
1 mark	**Threshold performance:** • Learners spell and punctuate with reasonable accuracy, and use a reasonable range of vocabulary and sentence structures; any errors do not hinder meaning in the response.

- Literacy learning walks;
- Work scrutiny/sampling;
- Pupil tracking;
- Accelerated Reader data;
- Data gathered from whole school reading and spelling tests;
- English data.

Links to other policies and documents
- **Assessment and Marking policy**