



## Cambridge House Grammar School

### LITERACY POLICY

#### 1. Rationale

*'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.'* Teachers' Standards

- 1.1 Literacy underpins the school curriculum by developing pupils' abilities to read, write, speak and listen for a wide range of purposes, and is a key element in enabling them to develop into independent thinkers across the curriculum.
- 1.2 All departments and teachers have a crucial role to play in supporting pupils' literacy development.

#### 2. Whole-School Focus

- 2.1 Across the curriculum, at a level appropriate to their ability, pupils should be given opportunities to develop skills in three modes of communication.
- 2.2 In Talking and Listening, pupils should be enabled to:
  - 2.2.1 listen to and take part in discussions, explanations, role-plays and presentations;
  - 2.2.2 contribute comments, ask questions and respond to others' points of view;
  - 2.2.3 communicate information, ideas, opinions, feelings and imaginings, using an expanding vocabulary;
  - 2.2.4 structure talk so that ideas can be understood by others;
  - 2.2.5 speak clearly and adapt ways of speaking to audience and situation; and
  - 2.2.6 use non-verbal methods to express ideas and engage with the listener.
- 2.3 In Reading, pupils should be enabled to:
  - 2.3.1 read a range of texts for information, ideas and enjoyment;
  - 2.3.2 use a range of strategies to read with increasing independence;
  - 2.3.3 find, select and use information from a range of sources;
  - 2.3.4 understand and explore ideas, events and features in texts; and
  - 2.3.5 use evidence from texts to explain opinions.
- 2.4 In Writing, pupils should be enabled to:
  - 2.4.1 talk about, plan and edit work;
  - 2.4.2 communicate information, meaning, feelings, imaginings and ideas in a clear and organised way;
  - 2.4.3 develop, express and present ideas in a variety of forms and formats, using traditional and digital resources, for different audiences and purposes; and

2.4.4 write with increasing accuracy and proficiency.

### **3. Aim**

3.1 To provide a range of strategies aimed at improving pupils' literacy across the curriculum.

3.2 Teachers of any subject can encourage pupils to become effective communicators by using a range of techniques, forms and media to convey information and ideas creatively and appropriately.

### **4. Improving Reading across the Curriculum**

4.1 Key vocabulary should be included in all schemes of work and in designated teaching areas.

4.2 'A Book on Every Desk' initiative should be encouraged in all KS3 classrooms, where appropriate.

4.3 Subject teachers should introduce key vocabulary at the beginning of relevant lessons or tasks as appropriate.

4.4 Subject teachers should employ a variety of different lesson activities which require pupils to engage with key words. Pupils should not be asked to recognise the word, but to understand, interpret and use it in context.

### **5. Improving Writing across the Curriculum**

#### **5.1 Spelling**

5.1.1 Teachers should ensure subject specific vocabulary is engaged with in a way which encourages positive spelling habits: breaking the word into syllables; sounding out syllables; identifying the root words and discussing any spelling rules or irregularities.

5.1.2 Teachers should create an environment through their teaching and marking, where poor spelling of common or subject specific words is not accepted, but highlighted as an area for development.

5.1.3 Poor spelling in pupils' written work should be corrected using the whole-school marking code.

5.1.4 Subject teachers should be aware of and sensitive to the needs of pupils who have specific difficulties with spelling.

#### **5.2 Using Correct Sentence Structure and Punctuation**

5.2.1 Teachers should ensure that pupils are made aware of the appropriate form and purpose of their written response.

5.2.2 Teachers should not ignore errors in sentence structure and punctuation. Specific correction of these mistakes is not necessary, but pupils should receive either written or verbal feedback that their written work was inaccurate according to the marking code.

5.2.3 Teachers should model effective sentence structure and punctuation as often as possible. Pupils should be given the opportunity to access these when attempting written work through the use of sentence starters, key words, and scaffolding.

#### **5.3 Creating, Shaping and Organising Texts**

5.3.1 Subject teachers should make the purpose and audience clear for any piece of written work.

- 5.3.2 Subject teachers should discuss the conventions of different writing tasks, ensuring pupils have a clear idea about: Formal or informal language? Layout? Structure of paragraphs? Use of headings and sub-titles? Use of connectives to sequence? Use of bullet points? Tense? First or third person? Specific vocabulary?
- 5.3.3 Subject teachers should encourage planning before any piece of extended writing, using techniques such as mind mapping, lists, storyboarding etc.
- 5.3.4 Subject teachers should use models and examples as much as possible, drawing out key aspects of the structural and linguistic features mentioned above.
- 5.3.5 Subject teachers should provide opportunities for weaker pupils to use writing frames and scaffolds to ensure writing can be structured effectively.

## **6. Improving Speaking and Listening across the Curriculum**

- 6.1 Speaking and Listening activities should be incorporated into schemes of work.
- 6.2 Subject teachers should create opportunities for pupils to speak and listen in a range of different contexts, both formal and informal: in pair work; in small groups with assigned roles; with the teacher; in whole class discussions and in formal presentations to a wider audience.
- 6.3 Subject teachers should look to utilise drama and role-play within the classroom when appropriate.
- 6.4 Subject teachers should use formative questioning techniques to ensure all pupils engage in active listening and producing responses (avoiding closed questions, no hands up, thinking time, sharing answers in pairs).

## **7. Presentation Expectations and Marking**

7.1 Quality presentation encourages children to work towards a high standard and take pride in every piece of work they produce.

7.2 Presentation:

- 7.2.1 All books should be valued and treated with respect.
- 7.2.2 All work should be dated.
- 7.2.3 Headings and sub headings should be used as appropriate. For hand written work, these should be underlined. In word processed, work headings and sub headings should make use of sensible font styles and sizes.
- 7.2.4 All titles should be underlined.
- 7.2.5 Pupils should be encouraged to write in pen and draw in pencil.

## **8. Feedback**

8.1 It is essential to have a consistent approach to responding to pupils' work. Teachers, where possible, will use the following codes when marking written work.

8.2 Marking Code

P	punctuation error: full stop, question mark, comma
SP	spelling mistake
NP	new paragraph required
^	a word or words missed out
?	meaning unclear
GR	grammar mistake

VF	verbal feedback given
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Signed:



Principal

Signed:



Chair of Governors

Date:

22/09/2021