

Literacy Policy 2016/17

Mission Statement

“Trinity is a Catholic learning community devoted to the Common Good, which calls all by name to the knowledge of the Father and love of the Son, enriched by the gifts of the Holy Spirit”.

Introduction

All teachers at Trinity Catholic School are teachers of literacy. We believe that literacy is an integral part of pupils’ learning. Therefore, as appropriate to the focus of the lesson, pupils should understand, and be taught explicitly, how their attainment in school and their potential to be able to adapt to a fast changing world is directly related to their reading, writing and speaking and listening skills. The pupils need:

- vocabulary, expression and organisational control to cope with the cognitive demands of all subjects
- reading opportunities to learn from sources beyond immediate experience;
- writing that helps to sustain and order thought;
- language that helps to reflect, revise and evaluate the things they do, the things others have said, written or done;
- to be enabled to respond to higher order questions encouraging the development of thinking skills and enquiry;
- improving and empowering literacy and learning that can impact on self-esteem, motivation and behaviour, allowing them to learn independently.

Implementation at whole-school level

a) Roles and Responsibilities:

SLT: lead and give a high profile to literacy;

English Department: Responsible for delivery of knowledge, skills and understanding pupils need to read, write and speak and listen effectively;

Teachers across the curriculum: contribute to pupils’ development of language, since speaking, listening, writing and reading are, to varying degrees, integral to all lessons;

Literacy FIG group: Will work to improve this document to support departments in the implementation of strategies. The Literacy FIG group will encourage departments to learn from each other’s practice by sharing ideas.

SENCO: Responsible for quality assurance of standard of progress in literacy across the school for SEND pupils

Pupils: take increasing responsibility for identifying their own literacy needs through their HHH marking and using DIRT time to improve literacy within their own work

Governors: an identified governor should meet with staff, analysis the quality assurance and report progress and issues to the governing body.

Speaking and Listening

We will teach pupils to use language precisely and coherently. They should be able to listen to others, and to respond and build on their ideas and views constructively.

We will develop strategies to teach pupils how to participate orally in 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.

Staff training needs will be met through INSET (In Service Educational Training) days and staff meetings with further resources being developed by the Literacy FIG group to be available in a "Literacy Folder" in the RM staff area.

Reading

We aim to give pupils a level of literacy that will enable them to cope with the increasing demands of subjects in terms of specific skills, knowledge and understanding. This applies particularly in the area of reading (including from the screen), as texts become more demanding.

We will build on and share existing good practice. We will teach pupils strategies to help them to: read with greater understanding; locate and use information; follow a process or argument; summarise; synthesise and adapt what they learn from their reading. We will foster and encourage the enjoyment of reading and its role in developing critical thinking and empathy. The terms and skills of skimming, scanning and reading for meaning will become terminology used by all teachers.

The Library will continue to be an excellent resource for embedding the enjoyment of reading across the curriculum.

Needs a comment here about the 10 minute silent read at the start of ks3 English lessons

Events such as National Literacy Day, World Book Day and Book Week will be used to raise further the profile of reading for enjoyment. These will be organised by the English Department.

Writing

It is important that we provide for co-ordination across subjects to recognise and reinforce pupils' language skills, through:

- Making connections between pupils' reading and writing, so that pupils have clear models for their writing;
- Using the modelling process to make explicit to pupils *how* to write;
- Being clear about audience and purpose;
- Providing opportunities for a range of writing including sustained writing.

Spelling and key words:

Each teacher will:

- identify and display key vocabulary for each lesson in a format that meets the needs of the pupils;
- regularly return to key vocabulary;
- teach learning strategies which will help pupils to commit spellings and meanings of key words to memory;

- concentrate on the marking of high-frequency and key subject words taking into account the differing abilities of pupils (see paragraph below – marking)
- test or revise high frequency words regularly;
- include personal spelling targets within HHH marking.
- Allow time to correct spellings within DIRT time

Marking for Literacy:

Each teacher will make literacy a focus in HHH marking by:

Using **Purple Pen** to denote the following:

Sp	Spelling error
G	Grammatical mistake
^	Word or letter is missing
C	Capital letter is missing
P	Punctuation error
?	Something doesn't make sense
//	New paragraph

Where a spelling mistake is made, teachers should place the correct spelling in purple with three purple lines beneath. Students must then write out the correct spelling 3 times in **green**.

Quality Assurance

- sampling work – both pupils' work and departmental schemes;
- observation – pupil pursuit and literacy teaching;
- meetings
- student voice
- encouraging departments to share good practice by exhibiting or exemplifying pupils' work.

The more able

We will seek to:

- identify able pupils;
- promote ways of structuring learning for able pupils by using extension tasks and recommending additional and relevant reading
- continue to develop teaching and learning which supports and challenges able pupils.

English as an Additional Language

Our pupils who are EAL speakers need to hear good examples of spoken English and also to refer to their first language skills to aid new learning in all subjects of the curriculum. Thus, they should be encouraged to have access to a dictionary in their mother tongue and to create subject specific 5

glossaries to which they refer. The use of their first language enables them to draw on existing subject knowledge and to develop English language skills in context.

EAL pupils should be set according to their ability and this should be adapted once their ability in subjects has been assessed. Pupils do not need to be seated next to a pupil who speaks their language although this can be an initial strategy when the pupil first arrives. Staff will receive training on strategies to support EAL pupils from the Literacy coordinator and relevant outside agencies.

SEND pupils

We will teach our pupils with special educational needs appropriately, supporting their learning and providing them with challenges matched to their needs, through using a range of teaching strategies such as guided group work, writing frames and spoken activities. There will be liaison with the SENCO as to specific literacy strategies to support pupils with specific literacy needs such that these approaches will be used by all teachers.