



### Introduction:

Literacy is at the heart of everything we do. Without the ability to read for comprehension, critically respond to written texts, express their ideas successfully in written form and communicate effectively verbally, students will neither be able to access the curriculum successfully nor engage in the world beyond school. Therefore, it is recognised that every teacher at St. Julie's Catholic High School is a teacher of literacy and every subject requires confidence and fluency in literacy in order for students to flourish. There will be a coherent approach to supporting the development of students' literacy. Literacy will be evident in every classroom in the school.

### Definition:

St. Julie's Catholic High School considers the definition of literacy to be all three components of effective language use: speaking and listening, reading and writing. The aim of this policy is to recognise that all teachers are facilitators of literacy through their subject. By applying a consistent literacy policy throughout St. Julie's Catholic High School, we aim to raise literacy attainment at every level of ability, in all subject areas, in order to maximise the potential of every student, and to ensure that all students have the opportunity to become effective readers, writers and communicators.

### Overview:

A whole school literacy policy is necessary because:

- students need vocabulary, expression and organisational control to cope with the cognitive demands of subjects;
- reading helps us to learn from sources beyond our immediate experience;
- writing helps us to sustain and order thought;
- language helps us to reflect, revise and evaluate the things we do, and on the things others have said, written or done;
- responding to higher order questions encourages the development of thinking skills and enquiry;
- improving literacy and learning can have an impact on students' self-esteem, on motivation and behaviour. It allows students to learn independently. It is empowering.

All staff ensure they mark for literacy errors whilst marking homework and classwork, focusing on high-frequency words and writing in green or purple ink:

Sp (in the margin)	spelling error
Gr	grammatical error
P	punctuation error
//	new paragraph
^	word or punctuation missing at this point in the text
?	not clear what you mean – please speak to me
Exp	poor expression
Inc	incomplete sentence

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## Roles and Responsibilities:

### Senior Leadership Team

- ensure that Curriculum Leaders develop and regularly evaluate the implementation and impact of the literacy policy;
- carry out drop-ins to evaluate the impact of the literacy policy;
- ensure the SENCo arranges for all students in the school to undertake a reading age test. The results are then made available to the whole staff team;
- provide whole school training for staff to support the implementation of the Literacy Policy;
- work closely with the Assistant Curriculum Leader for English to collaborate on the development, implementation and evaluation of the Literacy policy.

### Curriculum Leaders

- write and keep up to date a specific literacy focus as part of the Department Development Plan which is based upon the key literacy skills to be developed in that particular department;
- carry out monitoring and evaluation in the form of drop-ins, lesson observations, book and lesson plan sampling to assess implementation and impact of the literacy policy in their department areas;
- ensure their subject area has compiled a list of key vocabulary and is present in classrooms clearly visible from any point in the room;
- create their own reading lists for students who wish to read independently. These should be stored together with Schemes of Work;
- encourage and reward independent reading outside of school.

### Subject Teachers

- ensure high frequency words should be the initial focus for correction, together with words which sound the same but are spelt differently, such as there and their, and subject-specific words;
- ensure that following the marking of work, students demonstrate in their books that they understand the error and have practised the skill/correct spelling until they can execute it correctly;
- regularly check spelling as a focus of self and peer assessment during starters and plenaries;
- ensure that at the beginning of every unit of work, key topic words are introduced. Individual departments ensure that these key topic words are corrected in students' work when misspelled;
- students are encouraged to use dictionaries, which are made available to all students;
- encourage students to structure their work with paragraphs to signal a change of topic, change of speaker, change of time and change of place;
- encourage students to use punctuation, including full stops, commas, semi-colons, question marks, apostrophes, quotation marks and speech marks, correctly;
- encourage all students to begin a sentence with a capital letter, along with all proper nouns. Again, mistakes should be identified by staff and corrected;

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- encourage students to use discursive markers or connectives, such as 'finally' and 'however', to signal the development of an argument or their opinion, or their consideration of another's opinion. These connectives should appear in formal written work in order to aid clarity and understanding by the reader;
- actively encouraging students to plan, organise, draft, edit and reflect on their writing. Writing frames can be useful to promote extended writing. Teachers offer students a model for writing in unfamiliar forms or for unfamiliar purposes;
- ensure students use formal 'Standard English' in their writing and oral work as appropriate;
- identify and correct use of "text speak", inappropriate informalities and abbreviations;
- use the Learning Resource Centre, where appropriate, to promote active reading and research strategies that involve negotiating an index or the contents of a book;
- encourage students to make use of different reading techniques, such as skimming, scanning or reading intensively according to the nature of the task;
- encourage students to retrieve and locate information from a text, so they select or note only what is relevant;
- develop specific opportunities for individual, pair and small group speaking and listening activities. Talk can be used to explore and evaluate, to ask and answer questions, to plan, discuss and evaluate their own speaking and listening and to solve problems collaboratively;
- insist on all work being titled and dated, all titles and dates should be underlined using a ruler. The date is to be written in words using capital letters i.e. Tuesday 2<sup>nd</sup> September 2014;
- ensure students write in blue or black ink. Pencils should be used for graphs, the drawing of diagrams, or other illustrations.

**All staff** must ensure high standards of oracy and correct standard of English are used at all times when speaking to students.

**All staff**, when writing to students and their parents/carers, must be cognisant of the use of correct standard English, grammar and punctuation, as this sets good standards for the school's expectations of students.

### Students

- write answers to questions using full and complete sentences;
- spell words correctly and using support materials (e.g. dictionaries, word walls) to help spell words they may find difficult;
- structure work with paragraphs to signal a change of topic, change of speaker, change of time and change of place;
- use punctuation, including full stops, commas, semi-colons, question marks, apostrophes, quotation marks and speech marks, correctly;
- begin a sentence with a capital letter, along with all proper nouns;
- use discursive markers or connectives, such as 'finally' and 'however', to signal the development of an argument or their opinion, or their consideration of another's opinion,
- plan, organise, draft, edit and reflect on their writing;

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- use formal Standard English in their writing as appropriate;
- not using “text speak”, inappropriate informalities and abbreviations;
- be increasingly familiar with the key vocabulary of each subject, through their reading and writing;
- take pride in the presentation of their work;
- write the title and date of all work in full;
- use only blue or black pen to write and using pencil for graphs, the drawing of boxes and other illustrations.

### Parents/carers

- read with their children and encouraging them to read more widely;
- buying books as presents;
- visit libraries or literacy events;
- regularly read through the comments written by teachers;
- support the school in checking that students are correcting spellings;
- make every effort to attend parents' evenings when requested.

### Governors

It is the role of the Governing Body to monitor and evaluate the effectiveness of this policy and its practice. They will be informed of its impact through:

- receive feedback on this via the Governors' Teaching and Learning Committee meeting, provided by the Headteacher and Deputy Headteacher

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