



Co-op Academy
Failsworth

Literacy Policy

Issue 2

CO-OP ACADEMY FAILSWORTH LITERACY POLICY

All teachers are teachers of literacy. Language is the prime medium through which students learn and express themselves across the curriculum and therefore all staff have a role in supporting the development of effective literacy.

As such, Co-op Academy Failsworth is committed to developing literacy skills in all of our students, in the belief that it will support their learning and raise standards across the curriculum. How well students speak, listen, read and write has a major influence on how well they do at the academy and in their futures.

PRINCIPLES

Co-op Academy Failsworth believes that students should:

- Be able to speak with confidence and clarity.
- Have a suitable technical vocabulary with which they can articulate their responses.
- Have an interest in books and read for enjoyment.
- Have an interest in words, their meanings and so develop a growing vocabulary in spoken and written forms.
- Extract information from texts.
- Read and write extensively with confidence, fluency and understanding.
- Be able to write in a variety of styles and forms appropriate to the purpose and audience.

LITERACY AIMS

Implementation of the aims at whole-academy level:

Roles and Responsibilities

Senior Leaders: lead and give a high profile to literacy ensuring departmental contributions to the development of literacy are regularly discussed in line management meetings and are a focus of the QA process.

Subject Leaders: lead and give a high profile to literacy within their subject. Ensure that this is reflected in all schemes of work and that the whole academy literacy policy is being adhered to consistently within their department. All subjects must have key words which are displayed in classrooms and form part of the schemes of work in the department.

Progress leaders: will support and monitor form time reading to ensure consistency and compliance with the policy. They will analyse reading and QWC data to identify students that need support.

English Department: provide students with the knowledge, skills and understanding they need to read, write and speak and listen effectively and share basic approaches with all staff, being supportive models of good literacy teaching.

Teachers across the curriculum: contribute to students' development of language, since speaking, listening, reading and writing are integral to all lessons. All staff strive to emphasise to students the importance of literacy in the wider world beyond the academy. They will provide a Quality of Written Communication mark (where appropriate) to enable senior leaders to track Literacy across the curriculum.

Form tutors: MUST ensure that form time reading occurs. All Year 7 & 8 form tutors will nominate one student to be a Literacy Ambassador.

Literacy Co-ordinator: support the implementation of Form Time reading, paired reading and administer the accelerated reader programme. Promote the celebration of reading for pleasure with staff, students and parents.

Teaching Assistants: support pupils in their development of reading and improve access to the curriculum. Model a range of strategies to improve levels of literacy.

Parents: encourage their children to read regularly and use the range of strategies they have learnt to improve their levels of literacy.

Students: take responsibility for recognising their own literacy needs and making improvements.

Across Failsworth we shall:

Promote reading for pleasure by following the Form Time reading programme.
Monitor reading progress regularly through tutor time and Accelerated Readers (AR) lessons for those involved in the AR programme.
Emphasise the importance of spelling and punctuation.
Use the academy's marking policy to reinforce the importance of accurate spelling and punctuation and allow pupils time to make corrections.
Engage in regular CPD opportunities to develop literacy. Review this literacy policy annually through consultation with subject leaders, SLT and governors.

Speaking and Listening

Across Failsworth students are encouraged to:

Talk confidently in different situations.

Be involved in discussions, listening carefully, talking clearly and using appropriate vocabulary.

Show confident use of Standard English in formal situations.

Have an interest in words and their meanings.

Extend their vocabulary.

Understand and use subject specific vocabulary.

Take an active part in discussions, commenting on others' ideas and asking relevant questions.

In all subject areas we will teach students 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.

All teachers will develop consistent common strategies to teach students 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.

The English department will be following a programme called 'Let's Think in English' to develop students' skills of inference, deduction and analysis, increasing their confidence, resilience, understanding and ability to express their ideas.

Reading

Across Failsworth students are encouraged to:

Become successful readers and read with confidence, fluency and understanding.

Engage in reading through the Form Time reading programme.

Use a range of strategies to help understand the meaning of texts.

Understand and use a variety of fiction and non-fiction texts.

Be interested in books, and other written forms, read with enjoyment and evaluate and justify their preferences.

Develop their skills of researching and using information gained from relevant texts.

We aim to give students 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 as texts become more demanding.

All subject areas will teach students 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.

Accelerated Reader (AR) and weekly literacy lessons will be implemented for key groups where literacy has been identified as a specific issue. AR will be used to promote reading.

Failsworth has a Form Time reading programme which is followed by all students in Years 7 to 10 and staff.

Writing

Across Failsworth students are encouraged to:

Write with confidence, fluency and understanding.

Have fluent, accurate and legible handwriting which is set out in the appropriate way.

Plan, draft and edit own writing.

Develop ideas in order to produce extended writing.

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

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

Spelling and punctuation

Literacy errors will be identified by teachers and students will be asked to work on them.

Literacy marking should be carried out as part of the individual department marking policy. It should always be evident in students' work. Where possible the students should amend their Literacy errors with green pen.

Common spelling errors (see list) and subject key words should be corrected by the teacher and practised by the student. No more than 5 spelling errors should be identified per piece of work and pupils are expected to correct these errors and write out misspelled word three times using the green pen.

Punctuation errors (capital letters, full stops and commas) should be highlighted. The first paragraph should be corrected by the teacher; further paragraphs should be clearly corrected by the student.

Missing paragraphs should be indicated by two lines.

Example Marking Key:

Spelling mistake – word will be circled and 'S' put in the margin.

Punctuation error (correct capital letters, full stops and commas). Error will be circled and 'P' put in the margin.

// = New paragraph

QWC

A Quality of Written Communication mark should be given to each student in addition to the summative data that is entered into Sims. This is a mark between 1-4 with 4 being the weakest (explanation sheet attached). This will be tracked and monitored across the curriculum areas by the Literacy Co-ordinator and a member of SLG. Students that are identified as showing weak written Literacy skills will be given intervention sessions by the Study Zone Intervention Team. In addition to this, teachers will be provided with resources to support the students during lesson time. There will also be additional homeworks set for the students through Doodle.

Appendix – Common errors

There/Their/They're

There – shows a place. The book is over there.

Their – shows possession. Look at their books.

They're – 'They are' becomes 'they're'. They're so funny.

Your/You're

Your – shows possession. Can you pick up your bag?

You're – 'You are' becomes 'you're'. You're about to spill that drink.

Too/To/Two

Too can be used in two ways:

To mean 'excessively'. Too far. Too hot.

To mean 'also' or 'as well as'. Are you coming to the cinema too?

To can be used in two ways:

To show direction. He passed the book to the teacher.

As part of a verb. Do you want to go outside?

Two – is always the number 2. Can I have two ice-creams please?

Allowed/Aloud

Allowed – to have permission. You are allowed to go to the toilet.

Aloud – to express something out loud. Please can you read this aloud to the class?

Quite/Quiet

Quite – a measure of something. This is quite exciting!

Quiet – not noisy. You are all being so quiet today.

To support this each department will:

Ensure that all students have a copy of the agreed academy marking codes within their books and on the walls;

Ensure that when marking they follow the academy marking policy;

Ensure they identify and display key subject vocabulary and the half termly punctuation which will be the focus for marking and spelling;

Concentrate on the marking of high-frequency, focus and key subject words;

Have a representative attend the Literacy across the Curriculum meetings to ensure that information and training is then communicated to the whole department.

QUALITY OF WRITTEN COMMUNICATION

4	<p>I do not use capital letters consistently.</p> <p>I do not use full stops consistently.</p> <p>I do not divide my writing into sections.</p> <p>I make many spelling mistakes.</p>	
3	<p>I use capital letters for proper nouns.</p> <p>I use capital letters for sentence starts.</p> <p>I use full stops accurately and consistently.</p> <p>I use exclamation marks accurately.</p> <p>My writing is divided into sections.</p> <p>I use the correct spelling of most common words but may have trouble with plurals (ly) words.</p>	<p>Names of people, places, planets, days of the week etc.</p> <p>'My purple pen is at home.'</p> <p>'This lesson is amazing!'</p>
2	<p>I use commas for lists.</p> <p>I use speech marks accurately.</p> <p>I use questions marks accurately.</p> <p>My writing is in clear paragraphs.</p> <p>Ideas within my paragraphs are linked.</p> <p>I can spell most words correctly including plurals but may have difficulty with words that sound the same but are spelt differently, eg. 'their, there or they're'.</p>	<p>'I wanted the black one, white one and the red.'</p> <p>Mark said, "Don't do that Harry."</p> <p>'Why do we have to do this?'</p>
1	<p>I use commas for clauses where the subordinate clause is at the start.</p> <p>I use commas accurately throughout my writing.</p> <p>I use discourse markers to join ideas.</p> <p>My paragraphs have a topic sentence.</p> <p>I can use generally correct spelling throughout. I sometimes make mistakes with words that are not spelt how they sound.</p>	<p>'Even though the broccoli was covered in cheddar cheese, Emily refused to eat it.'</p> <p>Words like 'however', 'although' and 'Nevertheless'.</p> <p>A sentence that captures the meaning of the entire paragraph or group of sentences.</p>

MARKING FOR LITERACY, HANDWRITING AND PRESENTATION

<p>English, Humanities, Citizenship</p> <p align="center">YOU MUST</p> <p align="center"><u>Minimum criteria required when marking for literacy</u></p>	<p>You must mark for content and for literacy.</p>	<p>Mark for content but also for Spelling, Punctuation and Grammar (SPaG).</p>	<p>Presentation Date and title must be underlined in green pen</p>	<p>Highlighter/Underline Method</p>
<p>ICT, Media, Technology, Science</p> <p align="center">YOU MUST</p> <p align="center"><u>Minimum criteria required when marking for literacy</u></p>	<p>As part of the departmentally agreed marking cycle you must address/underline fundamental literacy errors to which the students will correct in green pen.</p>	<p>Mark for content but also for Spelling, (particularly for key terminology and technical vocabulary) Punctuation and Grammar (SPaG)</p>	<p>Underlining must be done with a ruler.</p> <p>Handwriting Best possible handwriting should be a minimum expectation in all subjects. Students are expected to redraft any work that is below their best work.</p>	<p>Highlight or underline the literacy error. Students correct any literacy errors in green pen.</p> <p>When marking for literacy all capital letters and punctuation errors must be corrected.</p>
<p>Maths, Art, MFL, Music, Drama, PE/Dance</p> <p align="center">YOU MUST</p> <p align="center"><u>Minimum criteria required when marking for literacy</u></p>	<p><u>It is expected that basic literacy errors and spellings of key words will be corrected at each marking cycle.</u></p>	<p>Mark for content but also for spelling of key terminology and technical vocabulary.</p> <p>Spelling, Punctuation and Grammar (SPaG) should be marked if more extended writing occurs. This includes student response to feedback.</p>	<p>Homework must be clearly labelled.</p> <p>Draft work must be labelled.</p> <p>Any crossing out must be done neatly.</p>	<p>No more than 3 spelling errors in a piece of work should be corrected.</p> <p>Use the literacy targets below for more specific corrections.</p>

EXAMPLE LITERACY TARGETS:

Highlighter/Underlining Method- Highlight or underline any literacy errors and ask students to correct these.

If you want to add further detail you could include any of the following:

SPaG- Highlighted word indicates a literacy error- use with the highlighter method.

P- Check your punctuation and consider use of following- " ? ; : ' !

//- A new topic = a new paragraph. In your next piece of writing apply this every time you begin a new topic.

Cap- Use capital letters for proper nouns (names and places) and always after a full stop.

RO- Read your work out loud for meaning. Read your work out loud to check content. Does it make sense?

Vocab- Try to increase your vocabulary to create variety and to add interest to your writing.

Pr- Use this to improve your presentation.

Include the 'literacy sticker' to address key areas to be improved in students work

Change Control Log

Issue	Date	Reason for Change	Custodian
1	Sept 16	Introduction of Document Control	
2	June 2017	Policy rewritten	

