LITERACY POLICY

As approved by Governors: Learning & Community Committee	31 January 2018
Current until:	January 2021
Post holder responsible for review:	Principal

1. Principles

Raising standards of literacy is central to raising students' achievement. The ability to use language effectively is vital to learning in all subjects. The aim of all teachers and learning support staff at Plymouth Studio School is to:

- Develop students' abilities to communicate effectively in speech and writing and to listen with understanding.
- Encourage students to be enthusiastic, responsive and knowledgeable readers.

2. Procedures

2.1. All subject areas at Plymouth Studio School, as a normal part of their teaching:

- Identify, display and regularly revisit the key vocabulary for their subject
- Develop tasks where students use language to show understanding
- Where possible, provide opportunities for continuous writing with purpose
- Use writing frames, when needed, to support students' writing
- Give time and status to reading, writing, speaking and listening in curriculum planning
- Review and monitor the literacy demands placed upon the students in their subject
- Ensure that reading for understanding is explicitly taught and provide regular opportunities for students to read for understanding
- Strive to use the modelling process to make explicit to students how to write
- Ensure that students have a range of speaking and listening opportunities in a variety of formats including individual, paired, group and whole class situations involving formal and informal exploratory discussions, problem-solving, debates, formal presentations etc.
- Support the English team in reinforcing the need for students to use Standard English and reduce reliance on slang, colloquialisms and ungrammatical expressions
- Ensure there are resources available to meet the literacy skills of all students at appropriate levels

- Encourage independent reading and research possibilities
- Integrate reading with writing, speaking and listening activities
- Use ICT to support the development of literacy
- Use the agreed symbols for marking errors in literacy (Appendix 1)
- Use the spelling and punctuation policies (Appendix 2)
- Work in partnership with the Drop and Read system to promote reading and research skills

2.2. **The Drop and Read system:**
- Actively promotes reading for pleasure
- Supports teaching staff and students with individual learning projects and reading enrichment opportunities

2.3 The English Team:
- Acts as consultants to staff across the School to help them develop strategies to improve students' literacy skills in their subject areas
- Provide students with knowledge skills and understanding they need to read, write, speak and listen effectively

2.4 The SENDCo:
- Acts as a consultant to staff across the School to help them develop strategies to improve students' literacy skills in their subject areas
- Provides strategies and materials for students experiencing difficulties with reading and writing
- Develops literacy intervention programmes for students identified as having literacy difficulties, alongside the Director of Data and Progress and the English team.
- Plans intervention for students with severe literacy difficulties

Appendix 1

Literacy Marking
Student Version

Staff will use the following symbols and abbreviations when marking your work. The spelling, punctuation or grammatical error will be text marked and an abbreviation will be put in the margin to indicate what sort of error it is.

Your teacher may choose to focus on one error in a piece of work, or one section of text.

You should use the same system when proof-reading your own work or when you peer-assess another student's work.

Text Mark	Represents	Meaning
Circled + SP	Spelling error	Find the correct spelling and write it down
Circled + P	Punctuation error	Check full stops/commas
Circled + C	Capital letters	Check capital letters
Circled + SM	Speech marks	Check speech marks
?	Expression	Check what you have written
//	Paragraphing	New paragraph needed
~~	Expression	Expression lacks clarity or is awkward

What to do when you get your work back
- You should use purple pen to correct the errors and make the improvements that the marking has pointed out
- You may decide to focus on one element that has been corrected for your next piece of work
- You may decide to focus on learning spellings you are frequently getting wrong or key spellings for a particular topic

Staff Version

In an attempt to raise literacy standards, all staff will use the following symbols and abbreviations when marking students' work. The spelling, punctuation or grammatical error will be text marked and an abbreviation will be put in the margin to indicate what sort of error it is.

Staff may choose to focus on one type of error in a piece of work or may focus on one section of text to mark.

Students should be encouraged to use the same system when proof-reading their own work or when they peer-assess another student's work.

Text Mark	Represents	Meaning
Circled + SP	Spelling error	Find the correct spelling and write it down
Circled + P	Punctuation error	Check full stops/commas
Circled + C	Capital letters	Check capital letters
Circled + SM	Speech marks	Check speech marks
?	Expression	Check what you have written
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~~	Expression	Expression lacks clarity or is awkward

After Marking
- You could identify one aspect of literacy that the student should focus on for their next piece of written work and make this part of your target comments
- You may focus on one aspect of literacy that a number of students in the group need to improve. This could take the form of a literacy focused starter
- During peer assessment you could ask students to text mark the work for literacy errors
- Students should be encouraged to improve their work using purple pen

Appendix 2

A Spelling Policy

As a College we recognise that many students experience difficulties with spelling. To promote good spelling habits there are strategies that we must all adopt.

All teachers should adhere to these ideas:

1. Never insert or cross out letters which are misplaced. e.g. peple, tawk. Write the whole word. It is important for students to see the correct word written as a whole word.

2. If you ask students to self-correct, they must always write the correct word in full.

3. Try using a multi-sensory approach. Ask the student to listen to the spelling, visualise the whole word (close eyes and imagine it written) and then try writing it down.

4. Use LOOK, COVER, WRITE, CHECK method i.e. visualise, practice, check.

5. Encourage the explicit use of analogy – if a student can spell 'could', they can work out 'would', 'should', etc.

6. Suggest and encourage strategies such as mnemonics, syllabification, words within words, word families, familiar letter strings, etc.

7. When marking work concentrate only on a maximum of THREE ERRORS. A mass of corrections is a deterrent to good spelling. Three words firmly learnt are better than ten half learnt.

8. Key words for units of work should be given and taught.

A Punctuation Policy

Basic punctuation is essential for all students. Punctuation helps the writer convey their meaning to the reader. Some of our students will be able to punctuate well but we all need to teach the basics to students.

Every teacher should insist upon:

1. Capital letters at the beginning of sentences.

2. Full stops at the end of sentences.

3. Capital letters for proper nouns i.e. names, places, festivals, days of the week, etc.

4. The use of commas in lists.

5. The correct use of question marks.

6. The correct use of apostrophes for omission (e.g. I'll, don't)

7. The correct use of apostrophes for possession (e.g. the boy's book).

8. Simple paragraphing to indicate change of idea, time, scene, etc.

Be sure that you are providing correct models in any written materials you give to students.