

HEALING
SCHOOL



A Science Academy

Healing School – A Science Academy

Literacy Policy

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Literacy Policy

Whole School Literacy Policy

"If pupils are not able to read to an age-appropriate level and fluency, they will be incapable of accessing the rest of the curriculum, and they will rapidly fall behind their peers..." (Ofsted School Inspection Handbook September 2021)

School Philosophy

At Healing School, we aim to develop all facets of character and ability: physical, intellectual, emotional, and spiritual, and to give equal opportunity to all.' (Staff Handbook). Without allowing access to language in all its forms - speaking, listening, reading and writing- and developing pupils' language skills, we cannot achieve this aim.

English is vital for communicating with others in school and in the wider world, and is fundamental to learning in all curriculum subjects. In studying English, pupils develop skills in speaking, listening, reading and writing that they will need to participate in society and employment. Pupils learn to express themselves creatively and imaginatively and to communicate with others confidently and effectively (DfE).

Language for Learning

- Language is the medium through which learning takes place
- All teachers are teachers of language
- All children must have access to all forms of language opportunities
- All subject areas have specialist language.

Language for Communication

- Children learn through discussion with the teacher and other pupils
- Different situations require different language use.

Language for Personal Growth

- Children become independent through their increasing competency in language
- Children demonstrate maturity through the appreciation and use of a wider range of languages.

Language as a Social Medium

- Accent and dialect as well as Standard English are valued
- Children bring into school language from home and elsewhere
- Children must learn appropriate language for different circumstances.

Aims

As a school we are dedicated to delivering the very best curriculum in order to support, nurture and develop our pupils' literacy skills:

- We are committed to raising standards of literacy in our school, particularly in the 'basic skills' of reading, writing and spoken language in all subject areas.

- We aim to give children a safe and secure environment, which provides encouragement for the development of all aspects of Literacy.
- We aim to ensure that there is equality of access and opportunity for all children to develop their Literacy skills.
- All teachers aim to give pupils of all abilities the opportunity to read widely and often within lessons.
- Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.

Strategies

Spoken language, reading and writing are central to English (and provide the basis for the English National Curriculum) but these aspects of education are central to all subjects. Through spoken language, reading and writing, children experience the whole curriculum, and consequently, language development is the responsibility of all teachers, regardless of subject specialisms.

- Faculties should explicitly identify within their Schemes of Work opportunities for Spoken Language as well as Reading and Writing, in accordance with the Key Processes outline in the National Curriculum for English.
- Key terminology and exemplars of work with strong literacy should be displayed in each faculty area for reference and motivation.
- All teachers should take responsibility for the teaching and correcting of key spellings, punctuation and grammar at different levels and in accordance with their subject area. This is in recognition that all teachers are teachers of language and therefore should promote and model good literacy at all times.
- Literacy is embedded into the school's English curriculum for all year groups; at KS3, Sets 5, 6 and 7 have a literacy lesson each week incorporated into their schemes of work.

- All teachers will ensure their pupils are given the opportunity to read a wide range of materials in accordance with their subject. They will also take an active role in encouraging, monitoring and securing good reading skills in all pupils.
- To support pupils' vocabulary acquisition, the school has adopted the strategy of targeted vocabulary instruction.

Strategies outlined in this document will be reviewed annually.

SPOKEN LANGUAGE

Spoken Language provides an alternative method of expression to writing. These two skills are inter-related and through their use in the curriculum, pupils should:

- develop an awareness of appropriate style according to the situation and listen in order to understand another person's point of view or feelings
- learn to work co-operatively
- develop the ability both to express themselves and to be sensitive to the needs of a variety of audiences
- recognise that talking is a means of learning and assimilate information through listening
- develop self-confidence through speaking to a variety of audiences
- learn to use appropriate vocabulary
- appreciate the inter-relatedness of spoken language
- ensure that pupils know the purpose of their talk
- ensure that pupils know what will make a talk effective.

Spoken Language purposes to be addressed	Roles
<ul style="list-style-type: none"> • describe • narrate or entertain • explain, clarify, instruct and inform • persuade or argue • find out, solve and explore • evaluate or reflect • criticise or be criticised • report or summarise • respond • hypothesise • analyse • plan 	<ul style="list-style-type: none"> • chair • scribe • reporter • questioner • respondent/listener • organiser • critic

All areas of the curriculum have responsibility for the development of oral work but this will be to a greater or lesser degree dependent upon opportunity. Each faculty has identified its responsibilities and opportunities for oral work.

READING

The ability to read is essential both in and outside school. It is more than simply decoding words or symbols on a page and requires pupils to understand the information presented. All areas of the curriculum require pupils to engage in reading frequently and this section of the document identifies:

- the aims of developing reading skills
- the range of reading materials likely to be encountered by pupils
- the skills to be developed.

Pupils need to develop skills in reading (both silently and aloud) in order to:

- improve their knowledge and understanding of the areas of the curriculum
- interpret and understand information
- be able to search for information and absorb it
- be able to review and consolidate information
- gain pleasure from reading
- appreciate literature

- develop an awareness of their literary heritage
- recognise that different reading skills are required for different purposes
- develop an awareness of a range of reading materials which may be encountered in adult life
- develop an awareness of reading skills other than those required for reading words (symbols and notation).

Different areas of the curriculum will present pupils with different reading demands and the nature of the materials used will require different reading skills. However, in order to develop skills in reading, pupils should be given the opportunities to read a variety of text types in order to develop a range of reading skills:

Text types	Skills to be developed
<ul style="list-style-type: none"> • all forms of literature (poems, plays, stories, novels) • newspaper and magazine articles • subject-specific text books • reference books (including dictionaries and encyclopaedias) • advertisements and brochures • instructions (Including recipes) • maps • charts • timetables and tabulated data • diagrams and technical drawings • forms (e.g. application forms) • signs and symbols (including musical notation). 	<ul style="list-style-type: none"> • skimming (the ability to pick out points of interest) • scanning (the ability to locate something specific) • information retrieval (including the use of contents and indexes) • finding references • finding quotations • the ability to 'read between the lines' • the ability to interpret information • the ability to recognise bias or a particular slant.

Other strategies for reading include:

- Spelling games to learn key vocabulary
- Reading Buddies to inspire confidence
- Exploring the etymology and morphology of key vocabulary
- Reciprocal reading
- Paired reading.

All pupils have an entitlement to the full curriculum, and consequently care must be taken with the materials presented. When considering the purchase and use of reading materials, thought must be given to the age and reading ability of the pupils with whom they are to be used. The information presented must be accessible and attention should be paid to the clarity and size of print, the layout of the text, the reading, time required and, if appropriate the use of illustrations, charts and tables/graphs. Vocabulary, too, should be appropriate to the level.

Not all reading materials will have been purchased from outside suppliers. Worksheets and the whiteboard all provide sources of information. Care must be taken here, too, so that the materials are clearly and attractively presented and appropriate in terms of vocabulary and style. Thought must be given to how resources will be adapted to help and encourage pupils identified as having a low reading age on their I.E.P.

As with Speaking and Listening, each Department/Faculty has identified those areas of reading relevant to its area and the approaches used.

WRITING

The ability to express oneself effectively in writing is essential both inside and outside school. Pupils need to develop their skills in writing in order to:

- develop ideas and/or arguments through brainstorming and drafting
- make notes
- arrange ideas and information
- recognise and communicate appropriately with different audiences e.g. taking into consideration age, formality, gender and interests
- recognise that there are different styles of writing according to purpose
- express their ideas clearly
- record for future reference
- evaluate what they have done.

Planning

- Pupils are taught how to structure their writing depending on the text type they are creating
- Opportunities for metacognitive approaches in planning, monitoring and evaluating their writing are sought by teachers to help support pupils' confidence and progress.

Opportunities need to be provided for pupils to:

- write stories, poems, scripts (imaginatively)
- design questionnaires
- collect data
- express feelings and opinions
- provide information
- compare information
- argue constructively and logically
- report facts
- plan investigations
- record results
- provide instructions
- take notes
- summarise
- use ICT to create texts

PRESENTATION

Pupils should be aware that different writing activities require different methods of presentation and they need to learn what is appropriate for each, e.g. presentation of mathematical procedures, presentation of data.

Pupils should be encouraged, where possible, to use joined writing rather than print for explanations and narrative. Printing may be more appropriate for the labelling of diagrams. Pupils must aim for neatness and legibility. Blue or black ink biro, fibre tip or ink should be used for final copy. Pencil is more appropriate for diagrams and illustrations. Correction fluid should not be used. Pupils should be encouraged to correct by putting a single line through the error and writing the correction above or next to it.

If pupils are word processing work, size 12 – 14 should be used with a clear font such as Arial, Times New Roman or Calibri.

Pupils with particular difficulties with presentation should be referred to the Special Educational Needs Department.

SPELLING

Departments have an additional responsibility for the teaching of their specialist vocabulary and spelling and use of correction in written work.

Through targeted vocabulary instruction and the exploration of the etymology and morphology, pupils will be able to support their spelling through the knowledge of common root words, making links across the curriculum and their subject knowledge.

At KS3, pupils are learning key words (at least once a week) in English Lessons through exploration of:

- Etymology – the origins of words
- Morphology – breaking down words to their roots, prefixes and suffixes
- exploring word families of key words
- exploring synonyms and antonyms

At KS4, pupils will continue to be provided with 'word of the week' which connects to their English Language and English Literature studies – use of Frayer model to break down the meaning, morphology etc.

The whole school will be teaching vocabulary through targeted vocabulary instruction from January 2022.

Children need to appreciate that poor spelling hinders communication and so they should aim for accuracy in all subjects. All staff should use their professional judgement as to how many spellings should be corrected in each piece of work.

If/when an error is identified, it should be done so in accordance with the faculty's individual literacy marking policy. Where appropriate, spellings should be corrected in the margin, especially with subject specific terminology. Spelling which follow basic patterns should be identified and highlighted as a target for the pupil.

GRAMMAR AND PUNCTUATION

Pupils should be encouraged to punctuate their writing correctly and to use Standard English to develop effective communication.

Mistakes with grammar or punctuation should be identified in line with the faculty's literacy marking policy.

MARKING

All departments should have a specific marking policy which is common to all members and which is relevant to the particular subject area. In general, however, pupils' work should be marked regularly, with some written indication as to the standard achieved. Comments should be constructive and helpful.

Each Faculty/Department has identified its own policy on writing, its contribution to the opportunities offered to pupils and its approach to spelling, handwriting, grammar, punctuation and marking. For departments who also include an end of term test containing a literacy-specific element, a literacy mark scheme is provided where teachers award a mark of 1, 2, 3 or 4 to identify a pupil's proficiency with basic literacy skills.

The following codes are to be used by all faculties when marking to highlight literacy targets:

Symbol	Meaning
SP	spelling error
P	lack or incorrect use of punctuation
\ or NP	paragraphing
C	capital letter needed
V	vary your vocabulary
WW	wrong word
Underlining	does not make sense
SS	improve sentence structure

A copy of this glossary is in the Pupil Journal.

USE OF PUPIL JOURNAL

There are several useful pages of the Pupil Journal that can support Literacy in the classroom:

- Vocabulary to improve extended responses
- The Building Blocks of Sentences
- Marking Glossary
- Proofreading Checklist
- English Grammar & Punctuation (back section of Journal)
- Figurative Language (back section of Journal)

There is also a 'word of the week' that can be discussed and shared with pupils to help improve their vocabulary use.

Staff should refer to these pages regularly to help support the use and development of literacy in all of our pupils at both KS3 and KS4.

The Literacy Co-ordinator supports all faculties with their literacy delivery and is available via e-mail and the school's Literacy Google Classroom; resources and guidance is also provided and shared on the school's Literacy Google Classroom page: yhh3xb3