

TLS Literacy Policy

Teachers should develop pupils' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.

National Curriculum 2014

Rationale:

To actively encourage the development of high-level literacy skills.

To enable students to achieve their full potential across the curriculum.

To equip all students with the skills and knowledge they require for life beyond school.

To share the responsibility to support students in learning to express their understanding.

To recognise and nurture the development of fundamental social skills which support learning.

Understanding Literacy:

- Speaking skills – Speaking encourages students to organise and structure ideas, thoughts and feelings which can be expressed clearly, accurately and with consideration.
- Listening skills – Active listening is key to selecting important information, evaluating the opinions of others and shaping informed opinions.
- Reading skills – The ability to independently interpret a range of different text types across all media forms is an invaluable tool for making sense of the world around us. Understanding how meanings are shaped and constructed for purpose and audience provides essential decoding strategies to provide greater insight.
- Writing skills – In addition to spelling, punctuation and grammar, students should learn about the craft of writing including planning, drafting and clarity of expression. The subtleties of writing for audience, purpose and form will enhance performance across all subjects.

Aim:

All subjects will share responsibility for nurturing and developing student literacy skills and all staff agree to actively support literacy development in our students. A sharp focus on literacy seeks to enhance the learning of students and creates a curriculum which is accessible and stimulating.

Our Literacy Policy:

At The Lakes School we believe that a good **speaker** can:

- Concisely and clearly communicate using fluent expression.
- Recognise the purpose and audience for talk and structure it using appropriate vocabulary.
- Enjoy and engage with speaking, making positive contributions with confidence, questioning and seeking clarity where necessary.
- Retain a disciplined focus, displaying empathy, politeness and good manners.

At The Lakes School we believe that a good **listener** can:

- Identify key information by listening to others and showing consideration and empathy.
- Follow instructions, respond and relate to others.
- Remain objective, polite and well mannered, taking turns in the discussion and forming relevant links.
- Be attentive, focused and disciplined.

At The Lakes School we believe that a good **reader** can:

- Identify and recognise key points, filter information and make valuable inferences.
- Identify purpose and audience, understand command words and interpret meaning.
- Skim and scan to retrieve information and proofread for errors.
- Extract meaningful content and identify connections within and across texts.
- Decode multi-media texts to extract meaning.

At the Lakes School we believe that a good **writer** can:

- Plan for purpose and audience, recognising intention, form and subject.
- Express ideas and understanding clearly, accurately and legibly.
- Structure and organise ideas effectively to communicate opinions or facts with clarity.
- Write creatively using imagination.
- Understand the importance of spelling, punctuation and grammar (SPAG).

Subject specific requirements for literacy across the curriculum:

Below are the detailed literacy skills relating to each subject as created by The Lakes School staff during inset March 2019.

SUBJECT: SCIENCE

What does a good speaker and listener do in Science?

Students can:

- Speak fluently and clearly; using appropriate scientific vocabulary with confidence
- Ask questions about and clarify scientific processes; identify key points and make links
- Remain engaged during group work; contribute effectively showing scientific focus
- Summarise and structure responses in an appropriate sequence
- Listen to others and follow instructions
- Draw conclusions, justify and evaluate based in scientific evidence

What does a good reader do in Science?

Students can:

- Identify the key points in scientific texts
- Infer and deduce ideas from scientific texts and create links between ideas and principles
- Skim texts to retrieve key scientific information, spotting connections and interpreting key ideas
- Evaluate evidence

What does a good writer do in Science?

Students can:

- Express their scientific ideas clearly, accurately and legibly with an awareness of SPAG
- Show an awareness of purpose, audience and form in relation to the expectations and conventions of writing in science
- Plan material if appropriate – sequence
- Organise and structure responses appropriately
- Communicate their opinions or scientific understanding precisely
- Draw conclusions, justify and evaluate based on evidence

SUBJECT: ENGLISH

What does a good speaker and listener do in English?

Students can:

- Explain in their own words what a text means
- Speak fluently and clearly; using appropriate vocabulary with confidence
- Work independently
- Ask questions about a text; identify key points and make links
- Remain engaged during group work; contribute effectively showing focus
- Summarise and structure responses appropriately
- Listen to others and follow instructions

What does a good reader do in English?

Students can:

- Deconstruct texts and identify the key points
- Infer and deduce ideas from texts
- Skim texts to retrieve key information, spotting connections and interpreting key ideas
- Understand connotations
- Read dynamically, including de-coding media texts

What does a good writer do in English?

Students can:

- Express their thoughts and ideas clearly, accurately and legibly with an awareness of SPAG
- Show an awareness of purpose, audience and form in relation to the expectations and conventions of different types of writing
- Plan material when appropriate
- Organise and structure responses appropriately
- Communicate their opinions about or understanding of different texts precisely
- Redraft, edit and proofread to improve work

SUBJECT: DRAMA

What does a good speaker and listener do in Drama?

Students can:

- Speak fluently and clearly; using appropriate vocabulary with confidence
- Translate intention by making sense of words and subtext
- Ask questions, clarify ideas; identify key points and make links
- Remain engaged during group work; contribute effectively showing focus
- Summarise and structure responses appropriately
- Listen to others and follow instructions

What does a good reader do in Drama?

Students can:

- Identify the key points texts; making sense of words and subtext
- Infer and deduce ideas from drama texts
- Skim texts to retrieve key information or ideas; spotting connections and interpreting key ideas

What does a good writer do in Drama?

Students can:

- Express their ideas clearly, accurately and legibly with an awareness of SPAG
- Create complex lines
- Show an awareness of purpose, audience and form in relation to the expectations and conventions of writing in drama
- Plan material if appropriate
- Organise and structure responses appropriately
- Communicate their opinions or ideas precisely

SUBJECT: MUSIC

What does a good speaker and listener do in Music?

Students can:

- Speak fluently and clearly; using appropriate vocabulary with confidence
- Translate intention by making sense of words and subtext
- Ask questions, clarify ideas; identify key points and make links
- Remain engaged during group work; contribute effectively showing focus
- Summarise and structure responses appropriately
- Listen to others and follow instructions

What does a good reader do in Music?

Students can:

- Identify the key points texts; making sense of words and subtext
- Infer and deduce ideas from various forms of notation
- Skim texts to retrieve key information or ideas; spotting connections and interpreting key ideas

What does a good writer do in Music?

Students can:

- Express their ideas clearly, accurately and legibly with an awareness of SPAG
- Create complex lines
- Show an awareness of purpose, audience and form in relation to the expectations and conventions of writing in drama
- Plan material if appropriate
- Organise and structure responses appropriately
- Communicate their opinions or ideas precisely
- Evaluate a range of stylistic features

SUBJECT: ART

What does a good speaker and listener do in Art?

Students can:

- Speak fluently and clearly; using appropriate art related vocabulary with confidence
- Ask questions about and clarify artistic processes; identify key points and make links
- Remain engaged during group work; contribute effectively
- Summarise and structure responses appropriately; absorb and relay back ideas
- Listen to others, follow instructions

What does a good reader do in Art?

Students can:

- Extract meaningful content relevant to their own independent / creative work
- Identify the key ideas in a piece of art work or art related texts
- Be able to 'read' a picture; show visual literacy
- Infer and deduce ideas from art work
- Skim art related texts to retrieve key art related information, spotting connections and interpreting ideas

What does a good writer do in Art?

Students can:

- Express their ideas about art clearly, accurately and legibly with an awareness of SPAG
- Show an awareness of purpose, audience and form in relation to the expectations and conventions of writing in art – for example, annotation
- Plan material if appropriate
- Organise and structure responses appropriately
- Communicate their opinions or facts about art precisely

SUBJECT: MATHS

What does a good speaker and listener do in Maths?

Students can:

- Speak fluently and clearly; using appropriate mathematical vocabulary with confidence
- Ask questions about and clarify mathematical processes; identify key points and make links
- Remain engaged during group work; contribute effectively showing mathematical focus
- Summarise and structure responses appropriately
- Listen to others and check if they agree
- Give precise instructions

What does a good reader do in Maths?

Students can:

- Read and interpret tables and graphs
- Identify the key points in exam questions and mathematical texts
- Read texts to retrieve key mathematical information, spotting connections and interpreting key mathematical ideas

What does a good writer do in Maths?

Students can:

- Express their mathematical ideas clearly, accurately and legibly with an awareness of SPAG
- Write a sentence accurately to comment on an answer they have found
- At KS5, be able to write down what is wrong with another student's work

SUBJECT: HISTORY

What does a good speaker and listener do in History?

Students can:

- Speak fluently and clearly; using appropriate historical vocabulary and terms with confidence
- Articulate their learning concisely and effectively
- Ask questions about historical texts; identify key points and make links
- Remain engaged during group work; contribute effectively showing focus
- Summarise and structure responses appropriately
- Listen to others and follow instructions

What does a good reader do in History?

Students can:

- Identify the key points in historical texts or source material
- Infer and deduce ideas from historical texts
- Skim texts to retrieve key information, spotting connections and interpreting key ideas

What does a good writer do in History?

Students can:

- Express their historical ideas clearly, accurately and legibly with an awareness of SPAG
- Show an awareness of purpose, audience and form in relation to the expectations and conventions of writing in history
- Plan material if appropriate
- Organise and structure responses appropriately
- Communicate their opinions or understanding precisely
- Make relevant points, provide detailed evidence and make judgements
- Provide detailed evidence

SUBJECT: MFL

What does a good speaker and listener do in MFL?

Students can – speak:

- Speak fluently and clearly; using appropriate vocabulary with confidence
- Be prepared with key words and phrases; know vocabulary to use
- Ask questions
- Remain engaged during group work; contribute effectively

Students can – listen:

- Listen carefully and respectfully to others
- Follow instructions
- Be prepared with key words and phrases; know vocabulary to use

What does a good reader do in MFL?

Students can:

- Identify key vocabulary
- Read instructions and questions carefully
- Infer and deduce key messages from texts in the target language
- Skim texts to retrieve key information

What does a good writer do in MFL?

Students can:

- Express their points clearly, accurately and legibly
- Use appropriate vocabulary
- Show an awareness of purpose, audience and form in relation to the expectations and conventions of writing their target language
- Plan material well
- Use a variety of content and skills
- Organise and structure responses appropriately
- Communicate their opinions

SUBJECT: PE

What does a good speaker and listener do in PE?

Students can:

- Speak fluently and clearly; using appropriate PE related vocabulary with confidence
- Ask questions about and clarify processes in PE
- Remain engaged during group work; contribute effectively showing focus
- Summarise and structure responses appropriately
- Listen to others and follow instructions
- Give feedback and stay positive and focused in practical situations

What does a good reader do in PE?

Students can:

- Identify the key points in sport related texts
- Infer and deduce ideas from sport related texts
- Skim texts to retrieve key information, spotting connections and interpreting key ideas

What does a good writer do in PE?

Students can:

- Express their ideas clearly, accurately and legibly with an awareness of SPAG
- Show an awareness of purpose, audience and form in relation to the expectations and conventions of writing in PE
- Plan material if appropriate
- Organise and structure responses appropriately
- Communicate their opinions or sport related knowledge and understanding precisely

SUBJECT: COMPUTER SCIENCE

What does a good speaker and listener do in Computer Science?

Students can:

- Speak fluently and clearly; using appropriate computing vocabulary with confidence
- Ask questions about and clarify computing processes; identify key points and make links
- Remain engaged during group work; contribute effectively showing focus
- Summarise and structure responses appropriately
- Listen to others and follow instructions
- Pronounce computing related words correctly; use abbreviations and non-standard English confidently

What does a good reader do in Computer Science?

Students can:

- Identify the key points in texts
- Infer and deduce ideas from texts
- Skim and scan texts to retrieve key information
- Read pseudocode

What does a good writer do in Computer Science?

Students can:

- Express their ideas clearly, accurately and legibly with an awareness of SPAG
- Show an awareness of purpose, audience and form in relation to the expectations and conventions of writing in computing
- Knows the difference between list, describe and explain
- Plan material if appropriate
- Organise and structure responses appropriately
- Communicate their opinions or understanding in computing precisely

SUBJECT: GEOGRAPHY

What does a good speaker and listener do in Geography?

Students can:

- Speak fluently and clearly; using appropriate geographical vocabulary with confidence
- Recognise the values and opinions of others and show respect
- Ask questions about and clarify geographical processes; identify key points and make links
- Remain engaged during group work; contribute effectively showing geographical focus
- Summarise and structure responses appropriately
- Listen to others and follow instructions

What does a good reader do in Geography?

Students can:

- Identify the key points in geography texts
- Spot command words and understand what is required
- Infer and deduce ideas from geography related texts
- Skim texts to retrieve key geographical information, spotting connections and interpreting key ideas

What does a good writer do in Geography?

Students can:

- Express their ideas clearly, accurately and legibly with an awareness of SPAG
- Show an awareness of purpose, audience and form in relation to the expectations and conventions of writing in geography
- Plan material if appropriate
- Organise and structure responses appropriately
- Communicate their opinions or geographical understanding precisely

SUBJECT: DESIGN TECHNOLOGY

What does a good speaker and listener do in Design & Technology?

Students can:

- Speak fluently and clearly; using appropriate vocabulary with confidence
- Ask questions about and clarify manufacturing processes; identify key points and make links
- Remain engaged during group work; contribute effectively showing focus
- Summarise and structure responses appropriately
- Listen to others and follow instructions

What does a good reader do in Design & Technology?

Students can:

- Identify the key points in texts and technical drawings or plans
- Infer and deduce ideas from texts
- Skim texts to retrieve key information, spotting connections and interpreting key ideas

What does a good writer do in Design & Technology?

Students can:

- Express their ideas clearly, accurately and legibly with an awareness of SPAG
- Show an awareness of purpose, audience and form in relation to the expectations and conventions of writing in design technology
- Plan material if appropriate
- Organise and structure responses appropriately
- Communicate their opinions or understanding precisely

Routine Literacy at The Lakes School

The Learning Support Department:

All students have reading and spelling ages tested on arrival in Year 7.

All students have reading and spelling ages screened across Key Stage 3 twice a year in Years 7, 8 & 9.

Appropriate intervention is offered to students who have specific literacy difficulties. This could include one-to-one tuition or IDL.

The Learning Support department also offer **Turnabout** which is based on a set of structured non-linguistic games that constantly challenge the learners' 'personal-best'.

- The programme focuses on the development of many aspects of memory, including visual and auditory capability, accurate recall from long-term memory, information processing speed and sequencing skills. When the learner has acquired these skills then rapid learning can take place. Turnabout is a complete package with excellent recording systems to measure progress. Turnabout is a twelve week one-to-one intervention requiring just three 20 minute sessions each week.
- The Turnabout Programme is a uniquely successful intervention for those 'hard to move' pupils: those who have not responded to literacy or numeracy based interventions; those with weak memory; those with poor concentration; those with dyslexic characteristics, those with Attention Deficit characteristics.

Turnabout is proven to significantly raise reading age progress in twelve weeks.

The Library:

The Library promotes reading through updating fiction texts regularly and providing attractive displays / notice boards to generate interest in the Library.

The English Department and the Library promote reading through challenges which are launched each year such as The Reading Ladder Bookmark Challenge and Reading for Pleasure (formerly Read-a-thon). There is also a weekly Book club and Writing club for Key Stage 3 students as well as active promotion of World Book Day.

All new students in Year 7 receive an induction session to show them how to use the library effectively. This includes the Dewey system, finding the books they need and how to check them out. As a valuable resource to support learning, it is important that students are familiar with procedures and are encouraged to make the most of it.

Whole School Development:

A TLR3 Literacy Lead in English leads on literacy through inset to improve outcomes for all students. Initiatives include promoting wider vocabulary through Word of the Week, activities for form time and also inputting on reading and writing across the curriculum through Language of an Expert and Tuesday Newsday which actively encourages students to engage with a range of academic articles in lessons.

All Subject Teachers:

All teachers can utilise a range of speaking and listening activities to promote literacy and are able to remind students of the skills needed to make learning conversations in the classroom successful.

All teachers can support reading activities in class with a range of strategies to promote close and dynamic reading of traditional and media texts.

All teachers are aware that writing has:

- Different purposes
- Different audiences
- Different forms

And this is communicated to students when they complete a written task.

All teachers when assessing a piece of writing will apply the school's assessment policy – see below:

<p>Mark both pupils' classwork and assessment pieces for Spelling, Punctuation and Grammar according to the following guidelines:</p> <ul style="list-style-type: none">• <i>Correct subject-specific terms (Key Words etc)</i>• <i>Correct common mistakes (homophones etc)</i>• <i>Correct punctuation (capital letters, full stops etc)</i>• <i>Highlight the mistake in an appropriate manner (highlight, circle, underline, SP)</i>• <i>Provide the correct spelling nearby</i>• <i>Ask pupil to copy the correct spelling three times</i>• <i>Aim to pick out three to five mistakes per piece</i>	<p>Every teacher is a teacher of literacy and, as such, must play an active role in developing pupils' fundamental grasp of the basics of SPaG</p>
--	--

Teachers might also consider:

- Paragraphs – a missing paragraph can be indicated by inserting // in the text to show where the paragraph should start and NP in the margin.
- Sentence structures – comments could be indicated in the margin or at the end of the piece.
- Clarity of expression / syntax - comments could be indicated in the margin, by underlining or at the end of the piece.
- Punctuation – this may be corrected or circled in the body of the piece.

Middle Leaders will monitor to what extent this policy is being applied through work reviews and book scrutinies.

Teachers of all subjects should be aware of the more sophisticated grammatical knowledge that students now arrive with from Primary School.

English Department:

The Head of English will work in partnership with the TLR3 post to ensure that all teachers have the appropriate strategies to improve reading, writing, speaking and listening with regular updates and the sharing of good practice during INSETs.

All teachers have received input on:

- The purposes and audiences for writing / text types (features and conventions).
- The teaching sequence for writing.
- Active reading strategies.
- Supporting student conversations (speaking and listening).
- Marking & Feedback strategies

The English Department also provide all KS3 classes with one library lesson a fortnight which is dedicated to promoting the reading of 19th century literature to broaden knowledge and to facilitate the study of challenging literature texts at KS4. These activities include group reading, extract analysis, exploring vocabulary and engaging with structural features.

KS3 Homework:

All Key Stage 3 classes are equipped with Literacy Homework Booklets. Year 7 & 8 homework booklets are based on common errors, spelling, punctuation and grammar. Year 9 is based on comprehension tasks to aid understanding and reading for meaning. In this way, progression is sequenced and incremental across the key stage.

Accelerated Reader: Information for all staff

Every book in the school library is catalogued with a reading level so that students access books that are appropriate for their reading level. The level is indicated by a coloured sticker on the inside cover.

When a student finishes a book, they sit a short online quiz to check their reading ability – this provides a reading level – and also provides data eg how many words they have read and indicates when they are ready to move up to the next level. The idea is that reading becomes a competitive discipline where they build up stamina and progress to more complex books.

Years 7 and 8 have one AR lesson a fortnight with a designated member of staff from subjects outside of English. This promotes reading across the curriculum. Staff are encouraged to model reading at these times as well as monitor students through the online data to ensure they are reading regularly, reading appropriate books, hitting the pass rate in quizzes and moving forward. Incentives are offered through assemblies for students to push themselves and achieve highly.

Impact in the classroom:

Students:

- Ensure work is completed to the best of their ability, taking time to proof read and check for literacy errors and mistakes.
- Will seek to express ideas clearly and organise them logically.
- Will take responsibility for poor standards in work and work to improve it if necessary.
- Will engage with literacy errors when identified by the teacher.
- Will seek to evaluate and correct mistakes and speak to the teacher to seek clarity and guidance.

Teachers:

- Will maintain a high profile for literacy in all lessons.
- Should return work to students if an appropriate and acceptable standard of written literacy is not achieved (including presentation).
- Should encourage all students to speak fluently in complete sentences and using appropriate language.
- Will identify literacy errors in extended writing and underline them.
- Will encourage students to self-evaluate and correct mistakes in their books.

- Will use written and verbal feedback to create a dialogue between student and teacher to ensure mistakes are understood in a bid to improve awareness, avoid similar mistakes in future work and ensure engagement with the marking process.
- Will utilise teaching and learning to engage with literacy in the classroom.
- Will provide students with opportunities to read for meaning and pleasure in class and at home.
- Will liaise with Learning Support to provide a supported focus on literacy for all students.
- Will insist that students plan for extended writing tasks and provide opportunities for the re-drafting of work to show improvement.

Heads of Department:

- Will maintain a high profile for literacy in their subject area.
- Will ensure that there is a focus on literacy in department work reviews, drop-ins and lesson observations.
- Will liaise with other departments to show an awareness of the importance of sequencing across the curriculum in terms of reading for knowledge and writing for a range of purposes. In this way, curriculum mapping enables learning to be synthesised eg a writing genres map indicating how skills and levels of challenge develop throughout KS3 and KS4 and across the wider curriculum.

Related Policies:

- ✓ Teaching and Learning Policy
- ✓ Marking and Feedback Policy
- ✓ Assessment Policy
- ✓ Homework Policy

Linked documents:

- ✓ Literacy Booklet
- ✓ Literacy and Learning – Supporting Student Conversations
- ✓ Progress Indicator
- ✓ Whole School Literacy Audit
- ✓ Student Voice Literacy Questionnaire
- ✓ Extended Writing Guide for Students
- ✓ Extended Writing Guide for Staff
- ✓ TLS Literacy Classroom Displays