

2017

Literacy Policy





Review Framework

The policy should be reviewed every three years

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Our promise to our students:

1. All teachers will correct and reshape poor spelling, punctuation and grammar through regular marking of books and the modelling of excellent practice in their own writing.
2. All teachers will use the whole-school Literacy marking symbols to reshape learning and encourage appropriate and meaningful student response.
3. All staff will understand and promote the correct use of full stops, capital letters, commas, apostrophes, contractions, tenses and homophones.
4. All staff will understand and enable students to identify and use a variety of word types including nouns, verbs, adverbs, adjectives and prepositions.
5. All staff will correct and reshape poor oral literacy through modelling excellent practice and addressing and rectifying issues as they arise through discussion and presentation.
6. All staff will avoid using 'banned words' and correct language errors as they arise.
7. All staff will provide students with the opportunity to plan, construct and redraft written work.
8. All staff will emphasise the importance of neat, well-presented work and will use the whole-school presentation policy to ensure practice is consistent across the school.
9. All staff will refuse to accept messy, rushed or substandard work from any student.
10. All staff will support and enable students to write in clear, well-defined paragraphs using the 'TiPToP' paragraph structure method.
11. All staff will scaffold and support students to produce high quality extended writing.
12. All staff will report any concerns with student literacy to the Head of English or Lisa Bennett in the Hub as soon as possible.
13. All staff will extol and promote the virtues and academic benefits of reading for pleasure.
14. All staff will provide regular opportunity for students to read, both aloud and independently.
15. All staff will ensure that key words and the learning language of all taught subjects are clearly and effectively displayed in all learning spaces.
16. All staff will regularly promote the correct spelling of key words and technical language through spelling tests, visual display and exemplar answers in all subjects.
17. Students will be given an exercise book in all subjects in which to record their written work.
18. All staff in all subjects, where possible, will ensure there is opportunity for extended writing in 50% of lessons taught.

Whole-school Presentation Policy

All staff in all subjects will ensure the following consistencies in the presentation of student work:

1. All student work should be completed in a **black** or **blue** pen
2. The title of all pieces should be written at the top of the page on the left [not in the margin]
3. The date the piece was completed should be written at the top of the page on the right.
4. Both title and date should be underlined using a ruler.
5. Titles should use appropriate capitalisation.
6. All work should begin to the immediate right of the margin and students should write to the end of each line.
7. Work should be divided into clear paragraphs.
8. Students should leave one line only between paragraphs, or indent.
9. Drawings and diagrams should be completed in pencil.
10. Poorly presented work should be redrafted and resubmitted.

Whole-school Literacy Marking Symbols:

When correcting and reshaping the work of students, all staff will use the below symbols across all subjects to ensure consistency of practice and meaningful student response:

Symbol:	Meaning:	Action:
/	Start a new sentence	Student to correct/redraft using correct sentence structure
//	Start a new paragraph	Student to correct/redraft using correct paragraphing
SP	Spelling error	Student to write the correct spelling of the word out 3 times
C	Use a capital letter here	Student to include the amendment when redrafting
P	Punctuation — missing or error	Student to identify what punctuation mark is incorrect or missing and amend
W	Wrong word OR choose a better word	Student to edit word choice when redrafting writing
HP	Incorrect use of homophone	Student to amend the work inserting the correct homophone
WT	Incorrect use of tense	Student to amend the work using the correct tense
	Underlining denotes unclear sentence or passage	Student to write this section out again making their point clearer for their reader.
^	Omission of word/words	Student to put in the suggested word if shown or think and insert the correct word if not shown

Some students may need more specific support with editing and using correct punctuation marks. Where students are able to independently identify the correct punctuation mark that must be used the teacher should use the P to identify that editing is needed. Where students need more guidance teachers should use the punctuation marks below to model the correct use of punctuation in writing for students.

Punctuation mark:	name:	Action:
P	Punctuation — missing or error	Student to identify what punctuation mark is incorrect or missing and amend
.	Full stop	Student to include the amendment when redrafting
,	Comma	Student to include the amendment when redrafting
;	Semi colon	Student to include the amendment when redrafting
:	Colon	Student to include the amendment when redrafting
?	Question mark	Student to include the amendment when redrafting
“ ”	Quotation marks	Student to include the amendment when redrafting
’	Apostrophe	Student to include the amendment when redrafting
↔	Expand this contraction	Student to amend the work, writing the contraction out in full e.g. don't becomes do not

Accelerated Reader

All students across the College in Years 7-11 have a licence for the Accelerated Reader programme. This programme will:

- Develop a lifelong love of reading in students
- Monitor students’ vocabulary growth and the development of reading skills
- Motivate students of all ages to read more, suitably challenging, books
- Raise literacy standards for students of all ages and abilities
- Provide instant reports on each student’s progress and diagnose problems

AR allows students to develop their reading comprehension skills by taking quizzes on books that they read via the College specific site. English classes will have one reading lesson per fortnight based in the Hub and this will involve a variety of activities including guided, independent and paired reading designed to develop students’ reading skills. Year group tutors will also have access to the Hub for one tutor group session each half term to support with the development of a culture of reading across the College.

All teachers have access to the Accelerated Reader website. Tutors are responsible for tracking students’ participation on the programme and having learning conversations with students whose progress and/or participation is not where it should be.

Appendix 1

Literacy for Life

"The limits of my language means the limits of my world"

Ludwig Wittgenstein

My Level:	My Literacy:
5	My work is always presented with excellent care. My titles and dates are always neatly underlined and I make excellent effort to ensure my handwriting is clear and well formed. I write in clear, well-shaped paragraphs and my use of punctuation and grammar is excellent. I am able to spell even difficult words accurately and with confidence.
4	My work is presented with care. My titles and dates are underlined and I make good effort to ensure my handwriting is neatly formed. I use paragraphs to good effect and my use of punctuation and grammar is good. I am able to spell most words accurately.
3	I usually take care with my presentation. My titles and dates are underlined and I usually make sound effort to ensure my handwriting is neat. I am getting better at using paragraphs to divide my work, though my use of punctuation and grammar still needs work. I always correct any misspelt words three times in my book.
2	My work can be messy and needs more care. I sometimes forget to underline my titles and dates, and my handwriting is erratic. I struggle to use paragraphs to divide my work and my punctuation, grammar and spelling detract from the meaning of my work. I need to work on my literacy so that I am able to get my point across more effectively.
1	My work shows little care. My titles and dates are seldom underlined and my handwriting is messy. I do not use paragraphs and my punctuation, grammar and spelling is poor. This means my work often does not make sense and I cannot get my point across effectively.