



Royal Free Hospital Children's School

Literacy Policy October 2018

Rationale

Literacy allows pupils to explore subjects independently and take responsibility and control of their own learning. The promotion of good literacy is the responsibility of all staff. Wherever possible, the school will therefore endeavour to include, or be mindful of, opportunities to speak, listen, read and write when planning lessons.

Aims

- To contribute to pupils' experience of a broad and balanced curriculum
- To support the basic language and literacy development of pupils who are learning English as a foreign or as an additional language
- To provide opportunities for pupils to review previous learning, to reinforce current skills or extend their Literacy development.
- To contribute to pupils' personal, social; moral, spiritual and cultural; social and emotional development
- To recognise that language and literacy are central to effective communication and to develop the confidence and ability of pupils to express themselves creatively in words and in writing.
- To emphasise the importance of literacy as a responsibility for all teachers.
- To support teachers to implement effective literacy development and related achievements across the school.

Key ideas

Reading

- To create an environment where reading is promoted across the school.
- To encourage time for pupils to read in all lessons.
- To support reading through a range of varied and appropriately differentiated reading resources.
- To promote and support reading in non-school hours.
- To implement a more robust assessment process in order to identify weakness and strength, which in turn is used to inform planning and intervention.

All staff will:

- Provide opportunities for reading as a class, in groups and individually. Encourage reading aloud if appropriate to task.
- Encourage further reading around the subject.
- Set reading and research tasks as part of class work and/or homework focused on books/newspapers/online articles etc.
- Promote skimming and scanning skills in lessons.
- Develop pupils' ability to locate and retrieve information; to select and interpret information; to collate supporting details within a text; to collate material from a variety of texts, including different types of text.
- Take every opportunity to promote the enjoyment of reading.
- Encourage pupils to maintain a reading and review log.
- Incorporate the reading strategies outlined in the school's Literacy Handbook.

Writing

- To provide pupils with a range of challenging writing tasks.
- To provide pupils with real audiences and creative writing opportunities.
- To support writing with frames or scaffolds where appropriate, and use modelling, within all subjects.
- To ensure grammar, spelling and handwriting are supported in all subjects.
- To promote and support writing in non-school hours.

All staff will:

- Model high standards of presentation. All work to be presented with date and title.
- Model all pieces of writing – never assume that the pupil will know what structure or tone to employ.
- Use the writing frames schedule in pupil planners to aid extended writing for those who need them as timetabled in the Monitoring and Evaluation schedule.
- Follow the key ideas as referenced in the school Literacy Handbook to include writing to inform, explain, recount, instruct, argue, discuss, persuade, analyse and evaluate.
- Promote punctuation, spelling and grammar within any writing task as outlined in the Marking for Literacy Guidelines.
- Take every opportunity to expand vocabulary and range of expression. Be explicit about what vocabulary or key words you expect to find in any given piece of writing. The use of vocabulary 'starters' is particularly useful here. Insist on the use of full sentences within writing tasks.
- Take opportunities for peer literacy marking, using the literacy marking key. Focus on one or two aspects per opportunity e.g. are all key words spelled correctly?
- Incorporate the writing strategies outlined in the school's Literacy Handbook.

Speaking and Listening

- To raise awareness of the importance of speaking and listening across the school.
- To encourage a more systematic approach to the use of speaking and listening tasks in all subjects.
- To support all departments and subjects in embedding speaking and listening within their area.

All staff will:

- Lead by example, ensuring Standard English is used at all times and is expected in response so the correct use of English in the classroom is encouraged.
- Challenge pupils when slang or inappropriate colloquialisms are used.
- Encourage pupils to correct their own speech when errors are drawn attention to.
- Encourage pupils to use the Speaking Frames located in planners.
- Create opportunities for verbal communication in a range of contexts and forms through class discussion, small group discussion, paired discussion, individual contributions, role play, structured questioning and presentations.
- Contribute to initiatives such as No Pens Day and Communications Week.
- Incorporate the speaking and listening strategies outlined in the school's Literacy Handbook.

Marking - All staff will:

- Follow the RFHC's literacy marking policy when assessing pupils' work.
- Display the marking key/poster in their classroom.
- Underline mistakes and place appropriate symbols in the margin. If no margin available, symbols can be placed next to the error. It is not policy to indicate every single mistake in pupils' work especially when marking work of pupils who have low levels of literacy in all areas of spelling, punctuation and grammar. Specific areas may be targeted in different assessments. Ensure that the pupil knows which particular literacy focus will be assessed beforehand e.g. The particular focus for this piece of writing will be the correct spelling of all key words and the correct use of paragraphs.
- Take opportunities to praise, either verbally or through marking, the effective and accurate use of literacy skills.
- Ensure marking for literacy is embedded into the wider reflective marking policy of Think Pink Go Green.
- Encourage pupils to mark their own work and that of their peers using the marking guidelines.
- Use literacy marking key as bookmarks to aid assessment

Marking for Literacy Guidance

1. Use 'Think, Pink, Go, Green' strategy of Raise → Praise (pink) → Reflection (in green box)
2. The most common error should be noted at the end of the work and learning these set as a target. *Write out XXXX 5 times*
3. Where a student has made a spelling mistake, circle the incorrectly spelt word and note Sp. in the margin.
4. Where a student's error has arisen because of a confusion in homophones, the teacher should explain the different spellings and different meanings of these in the student's book *e.g. here = a place*
5. Where the piece does not make sense, ? to be used
6. Where a student has not understood the need for paragraphs use //
7. Where a word is missing the following symbol ^ plus the word above it should be added.
8. Where a student has not used a capital letter, circle the letter and write C in the margin.
9. Where an inappropriate word has been used underline the word(s)
10. Where the student has omitted a piece of evidence (quote/source reference), circle the area and use E in the margin.
11. Where the student has missed out essential punctuation, teachers should add these and should set this as a target at the end of the work taking care to circle the punctuation mark in the target e.g. ☉
12. Where the student has made a good point ✓. An excellent point ✓✓

Monitoring and Assessment

Assessment is part of every lesson, which helps the teacher adjust daily plans and teaching objectives. Longer term assessments enable the teacher to:

- Inform curriculum planning
- Track pupils' progress over time
- Provide diagnostic information about the strengths and weaknesses of individual pupils
- Facilitate the setting of meaningful curricular targets that can be shared with pupils and parents
- Promote teaching that is matched to pupils' needs
- Make judgments about pupils' attainment
- Develop and refine their understanding of progression
- Support the transfer of meaningful information at key transitional points, e.g. from Ks2 to Ks3

Pupils are assessed through teacher observation, formal and informal discussions, pupil self-evaluation, the collection of class work as evidence, and the regular marking of work. Pupils are set regular extended writing exercises in different writing styles following a set timetable to avoid being overloaded with too many extended writing exercises. A record of this is kept in pupil planners and checked weekly by form tutors. Working with small numbers of pupils enables the use of assessment for learning. Literacy lessons include pupils receiving written or verbal feedback, which takes the form of a dialogue with pupils about the targets they are aiming for and how they might improve their work and progress. Pupils are encouraged to make judgments about how they can improve their own work. Feedback is always delivered in a supportive and positive manner. Summative and formative assessment activities are regularly built into all lessons.

Resources

- RFHCS Literacy Handbook.
- Writing mats found in pupil planners.
- Speaking mats found in pupil planners.
- The Marking for Literacy Guidelines found in pupil planners.
- The extensive resource of reading materials available at the school.
- Literacy Framework Website. Hamilton Trust resources. Bank of text books/teaching aids
- ICT equipment and Web based resources, Videos, CD ROMs and DVDs
- For pupils in protective isolation, materials are selected and stored in plastic wallets. Portable whiteboards, for writing, are also available for protective isolation use. All materials must be deep cleaned or disposed of after use.

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