



## **Bramfield House School**

### **Bramfield House School Literacy Policy**

*“Literacy is a bridge from misery to hope. It is a tool for daily life in modern society. Literacy is the road to human progress and the means through which every man, woman and child can realise his or her full potential.”*

*‘Literacy unlocks the door to learning throughout life, is essential to development and health, and opens the way for democratic participation and active citizenship.’*

Kofi Annan

#### **Introduction**

At Bramfield House School, we know that good literacy skills across the school curriculum enable students to communicate effectively. They allow students to become more confident in their own abilities as learners and allow each child to develop his particular skills to the highest level possible.

In addition to this, we are firm believers in the fundamental principle that literacy is the key to raising standards and improving learning. We understand that poor levels of literacy impact negatively on student outcomes, self-esteem and understanding of the world. This policy seeks to change that perception. Therefore, we aim to produce literate students who will emerge as confident and articulate communicators. This will in turn, prepare them to enter the world of work or continue in their academic studies.

#### **What is Literacy?**

Literacy skills are defined as the ability to read, write and communicate.

- Reading ability is a combination of fluency, understanding and communication.
- Writing involves creating ideas; it is dependent on the ability to sequence ideas; on the manual skill of handwriting and technical accuracy.
- Oracy develops students’ confidence to communicate effectively in a range of personal and professional situations that includes speech and writing.

The Schools recognise that the development of literacy skills is an entitlement for all students and the responsibility of the whole community. In using the term literacy, we encompass all three components of language – speaking & listening, reading and writing.

All elements of our Literacy Policy should be reflected across the curriculum, build on the strengths of existing practices and procedures, and reflect the needs of every student.

## **Responsibilities**

### **Teachers**

- It is the responsibility of all the subject teachers and Curriculum Leaders to ensure that effective oracy, reading skills and models of accurate written communication are shown in lessons and that resources to support literacy are in place.
- All teachers and staff are responsible for supporting the development of the literacy of their students by making explicit reference to effective oracy, reading skills and accurate written communication in their lessons.
- All teachers must provide feedback and guidance on student written work in line with the marking policy.

### **Curriculum leaders**

- It is the responsibility of the curriculum leaders to ensure that effective oracy, reading skills and models of accurate written communication are highlighted in schemes of work and that resources to support literacy are in place.
- It is their responsibility to ensure that effective oracy, reading skills and accurate written communication are being developed by those teaching their subjects as part of their monitoring of the quality of the teaching and learning.
- The curriculum leaders are responsible for ensuring that good practice in literacy is shared regularly.
- The curriculum leaders will work with the Head of English to implement and monitor literacy strategies in line with the school's development plan.

### **The Head of English and Literacy**

- The Head of English and Literacy is responsible for ensuring the Literacy Policy is adhered to and that literacy standards across the school are monitored. The Head of English and Literacy helps in the provision of Continuing Professional Development, support subject areas in the implementation of literacy strategies and encourages subject areas to share good practice. The Head of English will work with the Literacy Intervention Teacher to promote reading across the school and use the Literacy Zone as a centre for research and study.

## **1. Oracy**

### **Each subject will aim to offer opportunities for students to:**

- Use talk for a range of purposes and audiences and as a valuable tool for learning.
- Recognise and practise the effective use of key subject vocabulary and other tier 2 and 3 vocabulary.
- Ask and answer questions in full sentences using a range of connectives in both individual and group settings.
- Value and respect the talk of others.
- Select the correct degree of formality when speaking.
- Recognise the difference between Standard English and varied dialect and accents around the school.

- Foster self-esteem and pride in their own language.

## 2. Reading

### Students will have opportunities to:

- Access a range of texts and use reading as a resource for further study.
- Engage in reading for different purposes across a range of subjects.
- Read both individually and in a 'shared' context.
- Develop reading fluency by exploring texts suited to their reading age/attainment level.
- Use the Lexia reading programme used to improve comprehension, grammar and spelling.
- Enjoy reading for pleasure.
- Be critical readers who ask questions about, analyse and evaluate what they read.

## 3. Writing

### Students will have opportunities to:

- Write in a variety of forms for different purposes and audiences that are specific to different subject needs.
- Develop their writing skills regularly.
- Plan, draft and proofread their writing.
- Use writing to organise thoughts and aid learning.
- Use models of excellent writing to support the acquisition of their own writing skills.
- Receive feedback on the quality of their written communication and make improvements to their work.
- Make use of school issued resources to support their independent writing.
- Receive strategies and guidance in relation to their spelling ability as we track the development and set targets for them through English and Literacy lessons.

### Marking of literacy errors:

All teachers are responsible for improving pupil literacy. This means the marking of literacy will be evident in all books and folders. In order to keep marking focussed, where errors are numerous, teachers are to use their judgement to decide on the salient features to correct.

1. Teachers identify and correct spellings of key subject vocabulary and/or frequently used words such as homophones; 'there' and 'their', for example, which are misspelled frequently.

2. It is expected that poor sentence structure or repeated punctuation errors are also highlighted or corrected, for example, incorrect use of capital letters or punctuation to end or link sentences. Arrows should be used to indicate where any incorrect word order has been used.

3. In order to promote consistency, a 'common approach' to the marking of errors should be used, using the following symbols during marking:

SP = spelling

?? = not clear

P = punctuation

^ = something is missing

C = misuse of the capital letter

// = new paragraph

4. Provide time in class for students to correct the grammar, spelling or punctuation errors you have highlighted.

**Example of a proofreading checklist as it appears in students' exercise books:**

1. Have you used capital letters and full stops in the right place?
2. Have you used apostrophes where needed?
3. Are your paragraphs clearly separated?
4. Have you used appropriate end of sentence punctuation?
5. Is your writing free from errors in spelling and grammar?
6. Does the writing contain some complex vocabulary?
7. Have the ideas in each paragraph been fully developed?
8. Have connectives been used to link ideas?
9. Does the writing contain a range of punctuation?
10. Has the correct format been used?
11. Is the language appropriate to task and audience?

**Processes by which we develop Literacy**

**Assessment:** Baseline reading test (Suffolk) upon entry to Bramfield House and twice per academic year following this, SWRT for students identified with SS <90, SWST for students identified with SS <90. This identifies students who require literacy intervention.

**Reading:** Lexia Reading program; LSA reading support; one to one reading interventions; phonics support; Drop Everything and Read sessions; Reading reward system; specific reading skills taught throughout KS3 and KS4; relevant and challenging reading homework; use of the Literacy Zone to support reading mastery; SENDCO interventions for SEN students and reading opportunities outside of lesson.

**Writing and Spelling:** Specific exam reading skills taught throughout KS3 and KS4; proofreading checklist resources; Literacy targets; spelling teaching and monitoring within English Lessons; 1:1 writing interventions; display of key vocabulary; targeted marking and feedback on high frequency and key subject words (taking into account differing abilities of pupils); personal spelling tests; writing frames; SENDCO interventions for SEN students.

**Oracy:** Speaking and Listening Activity Days (SALAD); assemblies; Teaching and Learning expectations in the classroom; green screen opportunities; targeted questioning; debates.