

# **BEBINGTON HIGH SPORTS COLLEGE**



## **LITERACY POLICY**

**Agreed/Reviewed by Governors – see reverse**

## **Bebington High Sports College**

### **A Whole School Policy for Literacy**

In the case of Whole School Literacy, the long term aim is to significantly affect how teachers plan and deliver their lessons.

The BHSC Literacy Policy has been specifically designed to enable teachers to have a positive impact on the attainment of all pupils throughout Key Stages Three and Four.

With better levels of reading, writing and understanding, pupils will feel more confident in accessing the curriculum at a higher level, producing better quality work and enlightened classroom interactions.

#### **Aims:**

- \* To assist in the raising of standards.
- \* To improve self-esteem, confidence and give pupils an increased sense of self worth.
- \* To improve reading, writing, speaking and listening skills of pupils of all abilities.
- \* To ensure that all staff have the necessary skills and resources to implement the Literacy policy in an efficient manner.
- \* To enhance the enjoyment of literacy skills and to create an understanding of the uses and purposes of these skills.

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

'Literacy can be defined on a number of levels. It is obviously concerned with the ability to read and write but a fuller definition might be the capacity to recognise, reproduce and manipulate the conventions of text shared by a given community.'

#### **Why Literacy?**

Literacy is not separate from English but it is not restricted solely to English teachers. Literacy is important to all curriculum areas and therefore is, or should be, a shared responsibility. Literacy is vital in a modern, communication driven society, for individual pleasure and for intellectual development. Low levels of literacy disadvantage pupils both in school and in society at large and will continue to have a negative impact on their lives in the future.

#### **1. Use of spelling rules**

In every classroom there will be displayed the six spelling rules. All teachers will use these to assist in the correction of spelling errors in pupil's work.

When using the spelling rules, the teacher can highlight which rule has been broken in the margin. When the pupil gets his/her work back they can then clearly see what the mistake is.

With a uniform approach to this, pupils will soon be aware of the system and will soon be in a position to review their work efficiently.

Another benefit is that teachers will be able to identify spelling patterns and something constructive can be done with these errors. If a pupil is consistently making the same spelling mistake, the teacher will be in a position to draw attention to this.

## **2. Marking of work**

The symbols below are to be used by all teachers in the marking of pupils' work. Having a uniform system will mean that the pupils will be able to understand feedback quickly and efficiently.

The feedback will also be specific and visible within the text.

### **BHSC Marking Symbols**

- Sp = spelling error
- P = punctuation error or punctuation missing
- Exp = expression or meaning is unclear
- N.P. = new paragraph is required
- or //
- G = grammatical error
- Spr = spelling rule should be applied
- = homophone

## **3. Presentation of work**

Teachers will adopt a set of rules for the presentation of work.

All pupils will be expected to present their work in accordance with the following rules.

- \* Work is to be dated in left hand margin and underlined. Then miss a line.
- \* The title is to be centred and underlined. Then miss a line.
- \* From the left hand side, the learning objective is to be written. Then again, miss a line.
- \* From the left hand side the keyword/s can be written. As before, miss a line.
- \* Now the pupils can commence work.

An example:

31/08/05

Whole School Literacy Policy

Learning Objective(s): to introduce BHSC Literacy policy.  
to ensure that all staff are aware of their responsibilities.

Keyword/s: Presentation, marking

## **Roles and Responsibilities**

L.E.A: To provide support for the delivery of Literacy and to provide assistance in ensuring the raising of Literacy standards throughout the school.

### **Leadership Group**

To ensure the teaching of Literacy through timetabled subjects and to help monitor progress and to assist in maintaining a high profile for Literacy throughout the school.

### **SENCO**

Liase with parents and other professionals in respect of children with special educational needs.

Ensuring that appropriate Individual Educational Plans are in place. Collection and recording of relevant background information about individual children with special educational needs and to keep this information updated.

### **Head of English**

To establish best practice and to be a teaching department in the delivery of Literacy. To be at the forefront of developments in Literacy. Ensuring a close liaison with the Literacy co-ordinator.

### **Literacy Co-ordinator**

To support existing Literacy strategies throughout the school and to initiate new strategies where appropriate.

Liase with all the departments in the school to assist in developing a coherent whole school approach to the teaching of Literacy.

To liase with members of the English department to assist with promotion of reading and writing skills. E.g. competitions.

### **Literacy Groups**

#### **Static**

At Key Stage 3, two English groups in each year will be made up of pupils with weak literacy skills. The pupils will be taught key literacy skills by two specialist teachers. The English schemes of work will be differentiated and the pupils will have access to reading materials and other resources that meet their specific needs.

#### **Flexible**

In addition to the static groups at KS3, there is also an extra two hours available per week for extra literacy support for those pupils struggling to access or function across the curriculum. Pupils will be withdrawn from lessons at the timetabled time and taught by a specialist. The Literacy Coordinator will be responsible for overseeing a smooth transition for pupils back into

other subjects once the withdrawal stage is complete. Individual pupils will be given the necessary amount of withdrawal sessions as is deemed necessary by the literacy teachers and coordinator. There will also be opportunity for departments to nominate pupils whom they feel are struggling in their subjects. The Literacy Coordinator will be responsible for deciding if intervention is necessary and in what areas.

### **Whole School Marking Policy**

From September 2007 all classrooms at BHSC will display a poster of the whole school marking policy as well as the six key spelling rules. Staff will mark pupils' work in accordance to this (see audit section) LV

### **Individual Literacy Targets (whole school)**

In order to ensure that pupils' literacy needs are met across the curriculum, it is beneficial to the pupils if they are getting the same literacy diet and approach towards literacy in all subject areas. A series of measures will ensure this takes place:

- The Literacy Coordinator will create an explicit list of literacy targets that meet the most common literacy needs of our pupils. The English Department will be responsible for using this list to set individual targets (3-5) with all pupils. The Literacy Coordinator is responsible for collating all of the pupils' targets at Key Stage 3. All targets for all KS3 pupils will then be disseminated to each individual pupil's relevant teachers in all subject areas. A copy of each pupil's targets will be displayed in the back of each of their subject books/files. In addition, each subject teacher will also have their own copy of their class's targets.
- The Literacy Coordinator will provide INSET to departments to discuss the targets and the process in which they will be monitored and assessed.
- A Glossary of the Literacy Targets (A5 booklet) has also been created and will be disseminated to all members of staff in order to clarify all targets and eradicate any misconceptions.
- The monitoring of the target will become a part of the Student Review Day process.

### **Literacy Audits**

In order to ensure that the marking policy and literacy targets are explicitly used and acknowledged across the curriculum, the Literacy Coordinator will carry out audits of each department which will involve the scrutiny of pupils' work. Written feedback and advice will be given to individual staff and Curriculum Coordinators.

### **Support for Departments**

The Literacy Coordinator will liaise closely with Curriculum Coordinators to discuss literacy in their subjects. Support will be given in terms of:

- **Schemes of work** – During meeting with Curriculum Coordinators and Literacy Coordinator there will be opportunity to discuss SOW that are not particularly 'literacy

friendly' and advice and support will be given to implement this. In addition, there will be suggestions and assistance in the purchasing of extra resources.

- **Lesson Observations** – Advice and support will also be given for opportunities, which will make lessons and the lesson environment more 'literacy friendly'.

### **Other Opportunities to Improve and Promote Literacy across the School**

- Literacy Brainteaser – a different literacy puzzle/task weekly, which is disseminated to years 7-13 via registers. Prizes given to a winner each week.
- Literacy Book Boxes – a variety of reading genres suitable for a range of reading ages in each form room at KS3. Pupils to read during quiet moments of the half hour registration time each day. Pupils will be encouraged to fill in the reading log, as well as writing reviews for the Literacy notice board.
- Literacy Magazine Boxes – a variety of magazines suitable for both genders catering for a range of interests. Several boxes will rotate amongst forms at KS4. Pupils will be encouraged to write reviews for the Literacy notice board.
- Outside agencies – (such as writers and poets) will be invited in to engage and inspire pupils, as well as taking pupils out on trips. Pupils will also participate in competitions that improve literacy but also raise awareness of other issues ie. Mecap's 'Spellathon'.
- Literacy Newsletter – will update staff on current issues and general literacy issues in school.

### **Teachers**

To support the teaching of Literacy throughout the curriculum. To assist in the identification and referral of pupils with special educational needs.

### **Parents**

Support school based initiatives by encouraging pupils to actively engage in strategies aimed at raising Literacy levels.

### **Pupils**

To take the opportunities provided throughout the school to assist in the raising of their Literacy levels.

### **Pupil Intervention**

Using information, such as Key Stage Three estimates (using Fischer Family Trust information), reading and spelling ages and consultations with teachers, selected pupils will be withdrawn from lessons to receive Literacy Progress Units.

These are completed over a half termly basis and run throughout the year.

All parents/guardians are informed of withdrawals and pupils are met with before withdrawal begins.