



## LITERACY POLICY

### Literacy at Leighton Park

At Leighton Park, we aim to develop our students into articulate writers and speakers, who read with confidence and insight, and listen with engagement, to take on board different points of view and respond effectively.

Teachers at Leighton Park aim to role-model the sensitive and precise use of language and clear communication, which we recognise as essential to students' future success and fulfilment.

Developing the literacy skills of our students is the responsibility of every teacher, across every subject, both within the classroom and beyond.

The Library is at the heart of the school: we want our students to read for pleasure, and aim to foster reading for enjoyment as part of our curricular and co-curricular activities.

### Literacy Teaching and Learning: Basic principles

#### **1. Teachers should support and enable our students to make progress and move forward in their standards of literacy, from whatever their starting point when they arrive with us.**

Students at Leighton Park will arrive with varying standards of literacy. The majority of our pupils, before they join us, are reading regularly and many quite widely; in their writing, most control a good range of sentence structures with a variety of punctuation, including commas and question marks, using capital letters consistently, and spelling words of a moderate difficulty with a high degree of accuracy. This should be considered a starting point for the majority, from which we enable them to progress.

Students with Special Educational Needs and specific literacy difficulties may need additional support and encouragement to achieve a good standard of literacy that will enable them to progress to a full range of opportunities later in their studies, and beyond school.

English as an Additional Language students are at different stages in their learning of English. Some will have extra specialist support to support them, however the majority of their language learning will take place inclusively within their curricular and co-curricular activities.

It is every teacher's responsibility to ensure that all students are able to access the texts required for learning in their subject, and to support students to make progress in their literacy.

**2. Literacy requirements and the opportunities to reinforce literacy standards will differ from subject to subject. However, there are certain areas which will be common to many subjects.**

These include:

- Understanding and inference when reading a wide range of challenging texts
- Information literacy, including reading for meaning and reading for research
- Accuracy of grammar and punctuation in written expression
- Extended writing – effective structure and communication
- Accuracy of spelling, in particular specialist subject vocabulary
- The use of Standard English and an appropriate style for different writing and speaking purposes
- Confident spoken communication in a variety of contexts (e.g. group discussion, presentation, coaching), including the use of Standard English and specialist subject vocabulary
- The teacher modelling the type of language they expect students to use through the teacher's own spoken communication in lesson, including exposure to, and a grasp of, high-level specialist subject vocabulary and appropriate style.

**3. An observer should be able to see clear evidence that teachers have high expectations of literacy in every subject, and that our students are supported to make progress in literacy.**

Evidence may include:

- Learning activities that include a variety of opportunities to develop literacy skills.
- Reading, interpreting and assimilating texts with an appropriate level of challenge, for a variety of purposes and audiences.
- Discussion of wider reading relevant to the subject.
- Students using key words and specialist subject vocabulary in their responses, both verbal and written.
- Teaching of literacy areas embedded in lessons and subject-related skills and content.
- Marking and feedback (Level 2 and 3) on students' work in response to literacy priorities.
- Correction of errors in response to dialogic Level 3 marking.
- Later pieces of work showing improvement upon literacy targets identified in previous work.
- Verbal evidence from students of an awareness of the importance of literacy standards and their own literacy target areas.

**4. Students must be supported to register and act upon literacy feedback, and given structured opportunities to show improvement in areas of literacy.**

This may include:

- Spelling corrections and students copying out spelling corrections – it is recommended that students copy out corrected spellings 3 times, and build up a personal log of previous errors.
- Correction (in a different coloured pen) or re-drafting showing improvement upon punctuation and grammar feedback.
- Responses to dialogic Level 3 marking incorporating literacy feedback, showing improvement and progress.
- Following up suggestions for wider reading and research, and incorporating these ideas

into subsequent work.

### Literacy marking codes

For clarity and consistency, all departments are requested to use the following codes when marking for literacy (Level 2 and 3 marking - please refer to Marking Policy).

Mark	To indicate	Student action to facilitate progress
sp	<b>Spelling</b> Underline or circle the word that is incorrectly spelt. Teacher may write out correct spelling, or ask student to look this up.	Rewrite the correct spelling 3 times in the margin or at the end of the piece of work.
P	<b>Punctuation</b> Circle or underline the incorrect or missing punctuation. <b>Full stops, question marks and apostrophes</b> should be prioritised.	Correct the punctuation, using a different coloured pen.
C	<b>Capital letter</b> Circle or underline the incorrect or missing capital letter.	Correct the use of capital letter above the marked error, using a different coloured pen.
Gr	<b>Grammatical error</b> Underline the sentence or part of the sentence in which the grammatical error has been made.	Rewrite the necessary parts of the sentence, using a different coloured pen.
?	<b>Unclear expression</b> Underline the part of the sentence in which the student's meaning, working out or explanation is unclear.	Rephrase and rewrite the necessary parts of the sentence, using a different coloured pen.
RO	<b>Run-on sentence</b> Underline the sentence that lacks control. May include comma splicing.	Add punctuation or rewrite the sentence to control its structure, using a different coloured pen.
//	<b>New paragraph</b> Indicates a new paragraph is necessary.	Any corrections or improvements to the work should incorporate a new paragraph as indicated.
^	<b>Missing word/element</b> E.g. word, decimal, unit, symbol	Add missing word/element, using a different coloured pen.

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