



## Literacy Policy

### 1. Overview

#### **1.1 Introduction**

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 realize his or her full potential.” (Kofi Annan)

Al Burhan Grammar School is committed to developing the highest standards of literacy in all our girls so that they are able use literacy skills effectively in all areas of curriculum. We believe good literacy skills will support them in the demands of FE, employment, and adult life.

#### **1.2 Aims**

The aim of this policy is to ensure the continual improvement of literacy standards for all students. Within our school literacy policy, we are committed in supporting teaching and raising standards in the main areas of language communication: Reading, Writing, and Oracy.

At the heart of this policy and within our teaching practice is the acknowledgement that, whilst the basic skills of literacy might be delivered within English lessons, all teachers share responsibility for the consolidation of these skills and for their subject specific application.

#### **1.3 Definition of Literacy**

Literacy is the ability to read, write, speak, and listen in a way that lets us communicate effectively and make sense of the world. (National Literacy Trust)

This also includes digital literacy, the ability to read, understand and use information on multiple platforms, including onscreen material as opposed to traditional text.

#### **1.4 Monitoring**

The effectiveness of the Literacy Policy will be monitored, evaluated, and reviewed strategically:

Lesson observations

Sampling of students’ work

Discussions between members of staff

Schemes of Work are reviewed at the end of the period of study, or annually as appropriate.

Achievement Data

#### **1.5 Professional Development**

Staff will receive regular training on the policy and how to use it effectively to ensure high standards and progress are maintained.



## 2. Literacy Skills Development

### **2.1 Oracy**

Oracy comprises of speaking, listening, collaboration and discussion. At Al Burhan all teachers have a responsibility to help students become confident, skilled speakers and listeners.

Questioning is one of the main ways in which teachers elicit language from students. Teachers will ensure classroom questioning is as inclusive as possible, that follow-up questions are used to probe, challenge, and extend thinking and students are encouraged to frame their own questions.

### **2.2 Reading**

At Al Burhan we want our students to become confident, independent readers and to create a culture of reading for pleasure. As our students progress from Year 7 towards their GCSE subjects, we are aware they will have to cope with an increasing level of complexity in the academic materials they must read (including from screens) and comprehend.

All students participate in morning readings twice a week. One session is independent reading to promote reading for pleasure and the other session is texts being read out with their form tutor.

Al Burhan also fosters a culture of reading through the school library. The library has a dedicated English specialist who runs library competitions, provides guidance around books pupils can borrow and is in the library to assist pupils.

Other techniques and methods which departments/teachers will use to promote reading include (this is not an exhaustive list)

1. Read with students and model reading processes.
2. Students are encouraged to read collaboratively in pairs or groups as well as on their own.
3. Plan appropriate support for students in order that they may successfully access texts
4. Promote class discussion to enhance the profile of reading and text comprehension.
5. Periodically review textbooks and worksheets for readability.
6. Provide students with a list of fictional/nonfictional books for the topic being taught to further encourage reading for pleasure.
7. Build extended reading tasks into departmental schemes of work e.g. research tasks; reading in depth around a subject; comparisons of viewpoints in texts in order to develop students' independence.
8. Encourage students to use dictionaries and glossaries.
9. Teachers use questions effectively to develop students' independent reading comprehension Skimming and Scanning Skills Teachers need specifically to develop students' skimming and scanning skills.
10. Students are encouraged to use specific reading strategies (skimming, scanning, annotation, highlighting) and become used to making their own choice of the most appropriate strategy.



## 2.3 Writing

Writing is a complex process, and all teachers have a responsibility to help students become confident, skilled writers who can use writing to process, organise and communicate their knowledge, ideas, and opinions effectively.

Departments/Teachers will: (This is not an exhaustive list)

1. Encourage students to write clearly in a variety of forms for a variety of audiences.
2. Encourage students to refer to models when writing.
3. Provide word and phrase banks help students to develop precision.
4. Provide scaffolding to support writing as appropriate.
5. Encourage students to see writing as a mutually enhancing activity along with reading and speaking and listening.
6. Design and set writing tasks with clear learning outcomes. These tasks are authentic and real or creative and imaginative.
7. Collect and provide quality examples of writing across a range of genres.
8. correct spelling is taught and valued but not in a way that discourages students from being adventurous with vocabulary.
9. To equip students with a range of strategies for remembering or inferring spellings.
10. To give the opportunities to students to use writing to plan, draft, and re-draft.
11. To give opportunities to students should improve their written work through regular green pen opportunities in class or as homework.
12. Learn to compose text using ICT, where appropriate

## 3. The English Department

### 3.1 Role of the English department

The role of the English department is to ensure that the explicit teaching of literacy and oracy skills, including those of reading, writing, speaking, and listening, are securely embedded in Key Stage 3 and 4 SoW. These skills are consolidated at whole class and individual pupil level as appropriate, as part of our commitment to Quality First Teaching and in accordance with the requirements in line with the National agenda. The English department will provide literacy intervention where required.

### 3.2 Marking for Literacy

All teachers and adults within the school have a crucial role to play in supporting students' literacy development. It is not necessarily expected that staff correct every punctuation and grammatical error in every piece of writing. Neither will every spelling mistake need to be corrected.

✓ = good point or expression	Sp3x = spelling error
✓ ✓ = very good/ insightful analysis	Gr = grammar confusion
WW = wrong word	/ = new sentence
WO = word order	// = new paragraph needed
UL = underline	? = unclear meaning



<b>P</b> = punctuation error	<b>^</b> = missing word
<b>!</b> = inappropriate word or language	<b>SS</b> =sentence structure