



*'Pupils should be taught in all subjects to express themselves correctly and appropriately and to read accurately and with understanding.'*  
(QCA: Use of Language across the Curriculum)

## Philosophy

It is our belief that all teachers are teachers of literacy. We are committed to developing the literacy skills of all our students, in the belief that it will support their learning and raise standards across the curriculum. To further this aim, staff will be provided with frequent CPD covering both the underlying principles of literacy and how to make use of these skills in classroom activities. The Head of Literacy will provide bespoke CPD and solutions to faculties.

We believe that:

- Enhancing students' language enhances their subject learning
- All subjects can make a specific **contribution** to developing students' language through the teaching of subject-specific vocabulary and patterns of language
- All teaching contributes to students' development of language since speaking, listening, reading and writing are, to varying degrees, integral to all lessons.

## Literacy across the Curriculum is important because:

- Students need vocabulary, expression and organisational control to cope with the cognitive demands of subjects
- Reading helps us to learn from sources beyond our immediate experience
- Writing helps us to sustain and order thought
- Language helps us to reflect, revise and evaluate the things we do, and on the things others have said, written or done
- Responding to higher order questions encourages the development of thinking skills and enquiry
- Improving literacy and learning can have an impact on students' self-esteem and on motivation and behaviour. It allows students to learn independently. It is empowering.

## Developing literacy skills – key concepts

### Speaking and Listening

- We will teach students to use language precisely and coherently. They should be able to listen to others, and to respond and build on their ideas and views constructively.
- We will develop strategies to teach students how to participate orally in groups and in the whole class, including: using talk to develop and clarify ideas; identifying the main points to arise from a discussion; listening for a specific purpose; discussion and evaluation.

- We will develop signage that encourages guides pupils towards the correct manner of speaking in groups, when using the canteen and when speaking to administrative and office staff.
- We will provide opportunities for students to speak in public and to develop their capacity to use speech for different purposes.

## Reading

- We aim to give students a level of literacy that will enable them to cope with the increasing demands of subjects in terms of specific skills, knowledge and understanding. This applies particularly in the area of reading (including all aspects of media), as texts become more demanding.
- The benefits of reading are cumulative – a text is read in the light of all other texts read and the pupils existing state of knowledge- frequent and diverse reading is essential to understanding of complex texts and so every opportunity to read should be seized.
- We will build on and share existing good practice. We will teach students strategies to help them to: read with greater understanding; locate and use information; follow a process or argument; summarise; synthesise and adapt what they learn from their reading.
- We will model and use DARTs and provide staff with training in their use.
- All departments will engage in highlighting, annotation and summary of texts to check understanding.
- Students will engage in shared reading once a week during Citizenship time.
- We will make the library operational and increase the proportion of students borrowing books and using it for study.
- We will make use of cross curricular, Whole School activities such as DEAR to promote reading for pleasure. DEAR is scheduled to take place once per half-term for the academic year 2016-17 with the opportunity to develop this to a greater frequency when firmly established.
- DEAR (and literacy in a more general sense) will be incentivised through use of the Literacy Loyalty Card.

## Writing

It is important that we provide for coordination across subjects to recognise and reinforce students' language skills, through:

- Making connections between students' reading and writing, so that students have clear models for their writing

- Using the modelling process to make explicit to students *how* to write
- Being clear about audience and purpose
- Providing opportunities for a range of writing including sustained and extended writing.
- Providing faculties with specific structures to scaffold students' writing and guide them towards autonomy. These structures have been put in place for PE, Science, History, Geography and Technologies.
- Placing appropriate emphasis on subject specific terminology, academic language and accuracy of expression.

## Spelling and Vocabulary

- We aim to have a consistent approach to the teaching and marking of spelling and subject-specific vocabulary. It is important that teachers across the curriculum teach the vocabulary specific to their subject effectively. Students should be given strategies to learn subject-specific vocabulary and understand the meanings and usage of the main words for each subject.
- We will build on and share good practice across the curriculum. We aim to have displays of all key vocabulary in classrooms and for 'learning words' to be visible throughout the school.
- We will provide CPD relating to vocabulary learning and spelling. We will create an expectation of spelling tests being conducted by all faculties at KS3.
- We will promote these skills through Citizenship activities such as a Spelling Bee
- Teachers of all subjects will identify errors of spelling and expect students to correct them.
- Self and peer assessment of spelling will also be used.
- Students will access the "Word of the Week" during Citizenship

## Marking and Feedback (Please see Appendix 1)

- Research from the Sutton Trust suggests that effective written feedback can have an impact equivalent to an additional 8 months of learning. Feedback is most effective when it is acted upon by pupils in a timely fashion.
- In order to deliver best practice in relation to written feedback we will make use of a system of coloured pens.
- Teachers may continue to delivery purely summative marking as they see fit.

- Teachers will regularly, especially during the drafting and improvement process, make use of red pens in their marking. The red pen indicates to pupils that they need to act upon the advice put forward. Time to act upon advice should be built into lessons.
- Pupils will respond to advice by making alterations to their work (this is proven to be far more effective than simply stating what they would do to improve) during the next possible lesson. Such alterations will be made using green pens.
- This process should not only help pupils to improve but is easily evidenced.
- In conjunction with the use of STAR marking, we will place greater emphasis on drafting and improvement through use of DIRT time.
- A guide to common errors for use during DIRT will be produced and circulated to staff and students for this purpose.
- Staff will mark using a literacy marking code. This will be displayed in the front of all exercise books. There is an expectation that errors of accuracy and spelling will be identified by all faculties and will be corrected in green pen.
- All faculties will make an assessment of students' standards of communication using the Literacy 0-100 rubric. This will allow us to target students with the greatest need and to report n students' levels of literacy to parents.

### Curricular & Extra Curricular Offer

In addition to the measures in place across the existing curriculum we propose some extra interventions:

- Students working at level 3 and below in English upon entry are taught as a discrete group, staffed by at least 3 specialists and with a curriculum focused on securing age related reading expectations through use of the Read Write Inc phonics programme.
- Students with identified literacy needs in Y7, Y8, Y9 & Y10 will be provided additional Literacy support through access to Key Skills (a lesson focused around developing, spelling, grammar, reading comprehension and written accuracy skills).
- Students are able to read a range of high quality texts during Citizenship, with a rotation intended to allow each student access to six novels over the course of the year.
- We intend to enter the ESU public speaking competition in order to develop students' ability to present their ideas with clarity and to aspire to achieve on a level comparable with some of the other schools involved.
- Students will participate in the Big Read's Book Bench Project.

## The Library

- This year, library use has developed significantly due to regular staffing and promotion of use during English. Last academic year, borrowing from the library stood at 0.3% of the student population. This academic year, 7% of pupils have borrowed a book to date.
- Four student librarians have been appointed.
- A suite of computers has been installed to allow student to use the library for homework.
- The library will be used for revision, literacy support and for activities such as story-telling and puzzles.

## Staff CPD (please see school calendar 2015-16 & 2016-17)

- Staff CPD is scheduled in order that staff can engage with and be given practical literacy support on a regular basis.
- Assessment of Literacy Marking is part of work scrutiny documents.
- The first whole school work scrutiny of 2016-17 (Y8) was conducted with a focus on literacy.
- A bank of generic literacy activities is available for use by all staff on the school  
VLE: <https://frog.stockgrn.bham.sch.uk/frogos/literacycpd>
- A team of staff (Patrick McCarthy, Stephen Rimmer, Hannah Gubbins, Catherine Harding & Vasil Lozneau) will be undertaking How Language Works training. This training consists of a pedagogical approach, applicable to all subjects that places language at the centre of learning. The course provides 30 hours of CPD.
- This team will then disseminate this pedagogy to staff within their departments and to the wider school in order that we can move away from a solely remedial approach to literacy issues towards a whole school approach that should equip students with transferable literacy skills from the outset.
- We will also promote reading by staff through a display in the Library and by beginning a staff book club.

## Roles and responsibilities:

Language is the prime medium through which students learn and express themselves across the curriculum and all teachers have a role and a stake in effective literacy development.

The **Assistant Headteacher** will be responsible for line managing the Head of Literacy and ensuring that planning and implementation of Literacy policy is in line with identified Whole School Priorities.

The **Head of Literacy** leads the whole-school strategy and gives a high profile to literacy development. This includes the key responsibility for monitoring progress in literacy across the school and assessing standards of students' literacy.

The **English Department** play a lead role in assisting students with the knowledge, skills and understanding they need to read, write, speak and listen effectively and play a key role in identifying cross-curricular literacy priorities, targets and objectives. Discrete elements of literacy will be identified, highlighted and taught within English lessons.

The **Learning Support Department** provides targeted intervention to students working below National Curriculum Level 3 and specific support for statemented students.

**Teachers** (across the curriculum) contribute to students' development of language by making explicit reference to speaking, listening, writing and reading skills during lessons.



# Literacy Policy

**Parents:** encourage their children to use the range of strategies they have learnt to improve their levels of literacy.

**Students:** take increasing responsibility for recognising their own literacy needs and making improvements.

## Monitoring and evaluation

The implementation of this policy will be monitored and evaluated through the school's 'monitoring learning' processes and reports will be made to the Governors.

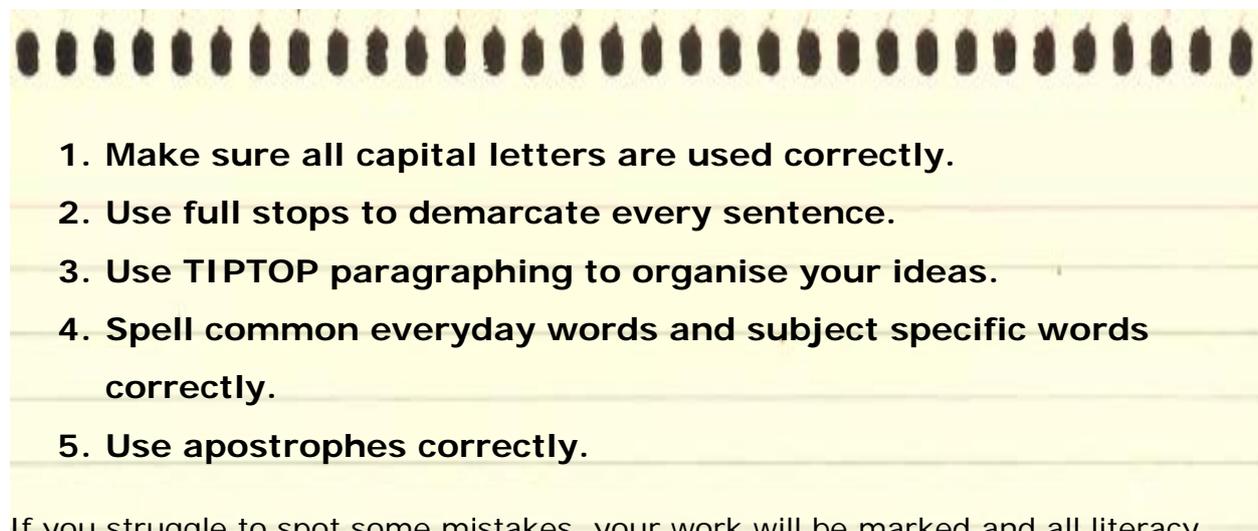
## Appendix One

### Marking Policy Updated for 2015

At Stockland Green School, we want to make sure all of our students are working towards three literacy goals: to become **good readers, writers and speakers**. To support you to achieve this, it is important that we encourage you to **speak correctly, write accurately and read confidently**.

Your book shows how much progress you are making towards these goals, therefore it is important that every lesson you do **five things**:

Before you hand in your book, make sure you have done these **five things**.



1. Make sure all capital letters are used correctly.
2. Use full stops to demarcate every sentence.
3. Use TIPTOP paragraphing to organise your ideas.
4. Spell common everyday words and subject specific words correctly.
5. Use apostrophes correctly.

If you struggle to spot some mistakes, your work will be marked and all literacy mistakes will be identified using the literacy marking policy.

Please use the key below to work out what corrections you need to make.

Symbol	Comment or correction
✓	Good point
✓ ✓	Excellent point
sp	Spelling mistake
p	Punctuation needed
C	Incorrect capital letter
W	Wrong word
//	New paragraph
^	Missing word
?	Unclear meaning
FS	Write in full sentences



90-100	The student is able to use a full range of punctuation precisely and can express their meaning in a sophisticated and academic manner, using language with precision and detail. The student can communicate very effectively in a full range of situations. Errors of spelling are extremely rare in their work and their knowledge, understanding and use of subject terminology is impeccable. Students' communication is virtually flawless.
80-89	The student is able to use a full range of punctuation with some precision and can express their meaning in a highly developed manner, using language with precision and detail. The student can communicate effectively in a wide range of situations. Errors of spelling are rare in their work and their knowledge, understanding and use of subject terminology is impressive. Students' communication is highly polished.
70-79	The student is beginning to use a full range of punctuation to add emphasis and provide structure to their work and can express their meaning in detail and with clarity. The student can communicate with some sophistication in a range of situations. Errors of spelling are seldom found in their work and their knowledge, understanding and use of subject terminology is confident and accurate.
60-69	The student is beginning to use a full range of and can generally express their meaning in detail and with clarity. The student can communicate with some sophistication in a number of situations. Errors of spelling are not frequently found in their work and their knowledge, understanding and use of subject terminology is confident.
50-59	The student can use punctuation other than commas, full stops and apostrophes with accuracy in their writing and can express their meaning in detail. The student can communicate effectively in a range of situations. Errors of spelling are uncommon in their work and their knowledge, understanding and use of subject terminology is secure.
40-49	The student can sometimes use punctuation other than commas, full stops and apostrophes in their writing. Communication is generally clear and sometimes developed and detailed. Errors of spelling regarding simple and high frequency words are uncommon. The student makes use of specialist vocabulary in most cases and usually uses it accurately.
30-39	The student can use simple punctuation in most writing. The student can usually express themselves clearly in writing or speech and spell commonly used words accurately. Their knowledge and understanding of subject terminology is developing and the student is beginning to use appropriate specialist vocabulary in their work.
21-29	The student can often make accurate use of full stops and capital letters. Writing is characterised by some lapses in communication but can generally be understood. Students can recognise and use some specific terminology but not necessarily with accuracy.
11-20	The student may make some use of accurate spelling and simple punctuation. Their communication is not always clear. The student can recognise and understand some subject specific terminology.
0-10	The student is working towards being able to communicate their ideas and understanding in a written or verbal format.

## Appendix Two

Please refer to School Calendar 2016-17

## Appendix 3 How Language Works

### Programme Overview

**“The most joined up approach to language in learning across the curriculum that I have come across.”**

How Language Works trainee, Birmingham 2016

‘How Language Works’ is a comprehensive and innovative professional development programme that extends teacher knowledge and understanding about language and learning across the full range of school curriculum contexts, with the specific aim of moving pupils from everyday to academic language.

The course puts language at the heart of teaching and learning and addresses the following:

- What do pupils need to be able to do with and through language to succeed at school?
- What do teachers and pupils need to know about language to ensure pupils succeed?
- How can teachers scaffold lessons, units of work and whole curricula so that the development of academic registers of language within subject disciplines takes place?

### Programme Rationale

*At Hamstead Hall Academy, we have become increasingly aware that the variation between the language of the home and community and the language of school is at the heart of a great deal of the underachievement of identifiable groups of our learners. These learners may speak English either as a first or second language. They draw on the language of home and community to make meanings within school. School subjects draw on different kinds of language. These variations in language do not match. How can we address this gap? How Language Works is based on a functional model of language and genre pedagogy, an approach that has been shown, both in the UK and beyond, to at least double pupil progress. When we, as teachers, make the language of our subjects visible to ourselves, we can empower students to develop control over knowledge, make better choices with language, and so become more independent learners.*

### Who should attend?

The course is designed to equip teaching and learning/literacy leaders with the foundation of knowledge they need to drive progress at a strategic level, and should, therefore, be attended by those tasked with rolling out the principles and practices of the course across the school following completion of the training.

### What this year’s participants said about the course

*“Excellent course.” “Totally absorbing.”*

*“The course has had a big impact upon my planning and teaching.”*

*“...it could have a very logical and powerful place in the future of language development in schools.”*

*‘The recognition of the interrelationship between language and learning is*



*empowering both staff and students inside and outside school.'*

*Professor Caroline Coffin, English Language and Applied Linguistics at the Open University*

## Logistics

The course is split into 10 modules, each lasting 3 hours. The course will be delivered at Hamstead Hall Academy from 2.00pm – 5.00pm on the following dates.

Module	Date
1	Thursday 17 <sup>th</sup> November 2016
2	Monday 21 <sup>st</sup> November 2016
3	Tuesday 29 <sup>th</sup> November 2016
4	Thursday 8 <sup>th</sup> December 2016
5	Monday 12 <sup>th</sup> December 2016
6	Thursday 5 <sup>th</sup> January 2017
7	Tuesday 10 <sup>th</sup> January 2017
8	Monday 16 <sup>th</sup> January 2017
9	Tuesday 24 <sup>th</sup> January 2017
10	Thursday 2 <sup>nd</sup> February 2017

Participants will be able to work towards a certificate by completing 6 Between Module Activities (BMAs) and Between Module Readings (BMRs). For the duration of the training period participants have access to 1:1 personalised guidance, support and feedback from the tutor.

## Cost of programme

The cost of the programme will be **£350 per participant**. This covers the cost of tuition (30 hours), between module supervision of the BMAs and BMRs, course materials and refreshments.

If you would like to participate in the programme please send your name and email address of the participant to Rachel Parnell ([parnellr@hamsteadhall.com](mailto:parnellr@hamsteadhall.com)).