Godolphin School

Literacy for All Policy

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GODOLPHIN
SALISBURY

Literacy for All – Godolphin's Whole School Literacy Policy

- Literacy is the ability to communicate coherently and effectively in speech and writing, and to understand what is written.
- It is the responsibility of all teaching staff; literacy skills should form part of the explicit teaching agenda in most lessons.
- Effective communication, both spoken and written, should be recognised as essential, and explicitly encouraged.
- Staff should share common goals with consistent expectations of students' literacy skills.
- Reading for understanding should also form a key part of lessons, with opportunities for reading high quality material presented as a matter of course. This should take many different forms as appropriate to the needs of each subject.
- A key pillar of our Literacy for All Policy is our reading strategy: GoRead (please see GoRead flyer for further details).
- Every subject provides subject specific reading lists held by the library.
- Schemes of Work reference how literacy is supported in all subjects across the curriculum

In order to be precise and clear in expression, First – Third Year students learn to:	**Strategies for success might include**
Use Standard English for all written work should (i.e. no slang or unsuitable abbreviations)	*Marking and fixing.*
Plan and proofread work.	*Planning as part of lesson planning.* *Proofreading as part of self and peer review.* *Ask students to set a literacy target for an extended piece of work either before or after task.*
Spell subject specific key words accurately.	*Key words should be displayed in classrooms to reinforce spelling.* *Lists of commonly misspelled words available to aid correction.* *Encourage use of dictionaries.* *Regular testing of key words should form part of planning.*
Include a range of topic and task appropriate vocabulary in their work.	*Vocabulary lists incorporated into resources for topics and tasks.* *Model responses using appropriate vocabulary.*
Write in secure, accurately structured sentences.	*Modelling good practice when developing resources or writing on the board.*
Use basic punctuation with accuracy, to express themselves clearly.	*Modelling good practice when developing resources or writing on the board.*

Use a straightforward range of connectives to structure and develop ideas.	*Connectives could be displayed in classrooms.* *Lists of suggested connectives could be incorporated into scaffolding.*
Use paragraphs to structure ideas clearly and logically.	*The use of structure strips.* *The use of flow boxes.*
Understand the meaning of key command words in questions in order to focus their responses appropriately.	*Key command words could be displayed with their definitions.* *Spend time highlighting and defining key words before responding to questions.*
Read high quality subject specific material.	*Start the lesson with reading an article.* *Activities which reflect on aspects of the material that makes it clear, easy to follow and effective.* *Set a reading related prep from which students take notes.*
Make presentations which are clear, structured and engaging.	*Develop tasks that encourage oral presentations.* *Encourage peer assessment.*

In addition, in **GCSE Years students should**

- Learn and apply a more complex range of subject specific vocabulary.
- Be encouraged to develop their writing across all subjects.
- Plan before beginning a piece of extended writing and proof-read it afterwards.
- Be encouraged to re-draft and improve original writing.
- Develop the use of note-taking.
- Use more sophisticated punctuation such as more complex commas, colons and semi-colons to assist concise expression and clear structure.
- Develop the use of a more sophisticated range of connectives to help structure and extend responses.
- Read an increasingly complex range of texts which act as a model for their own writing.
- With teacher guidance, read for interest and pleasure.
- Give presentations with opportunities for questioning and challenge.

And in **A-level years students should**

- Skim, scan and summarise texts effectively.
- Employ independent learning strategies, including effective research skills, using both printed and electronic material.
- Question and challenge ideas in texts, and to explore and evaluate their own responses, both spoken and written.

- Develop essays with a thesis statement, well-developed argument and conclusion in response to questions.
- Read widely, for pleasure, for general interest, and for specific research.
- Participate in classroom debate.

Reading Strategy – GoRead (see separate document)

- Students are encouraged to broaden their literary horizons and read for both learning and pleasure.
- Reading lists are available on Bookends, allowing girls to reserve books recommended to them by their teachers.
- Teachers discuss and encourage reading for pleasure.

Working with Learning Support in Mind

The Learning Support Department finds photocopies of extended written work useful for identifying and supporting a student's specific learning difficulty.

Staff should feel free to refer students who they feel would benefit from additional support in these areas to the Learning Support Department via the Learning Access Committee, which meets termly and is chaired by the Head of Learning Support.

Marking Literacy

- It is the responsibility of all teachers to mark for the improvement of literacy.
- Teachers should use the marking abbreviations, in the grid below, to provide consistency across subjects.
- At least one paragraph of each piece of extended written work should be closely marked for literacy errors. This should not always be the first paragraph.
- Teachers might highlight a section of text for close marking as an effective way of focusing on literacy without demotivating students who struggle with literacy.
- Time can be allocated in lessons for the re-drafting of work identified in this way so that students can act on the feedback provided.
- Errors should be identified according to the marking abbreviations, but not necessarily corrected by the teacher.
- Time should be allocated in planning to allow students to make their own corrections of mistakes indicated.

- Students should be encouraged to develop the habit of using dictionaries when doing corrections.
- Teachers should be aware of students with learning needs who will struggle with independent correction, supporting them with a range of strategies.
- If they are not sure how to fix errors, students should ask their neighbour and then the teacher.
- Students should be encouraged to set their own literacy targets in response to marking and correcting.
- An end-of-unit vocabulary list could be added to the resource area.
- As appropriate to their abilities and taking into account any SEN details, students should from time to time be asked to repeat work that is inadequate in terms of expression, technical accuracy or presentation in response to marking.

Marking Abbreviations

- Will appear in student diaries from September 2018
- Should be used consistently across subjects in the margin to identify errors

Margin Symbol	Description of error	**Student response:**
sp	Spelling error	**Correct the spelling**
P	Punctuation error	**Correct missing or incorrectly used punctuation**
G	Grammatical error (eg wrong tense)	**Correct the inaccurate use**
CL	Capital letter missing or misplaced	**Correct missing/misplaced capital letter**
SS	Sentence structure insecure	**Insert punctuation/capital or connective**
ww	Wrong word	**Correct with the right word**
^	There is a missing word or letter	**Correct by putting the missing word(s) in**
// or NP	Paragraph needed	**Indicate where the break should be**
~~	What is written does not make sense	**Rewrite it so that it does make sense**