



THE WORDSLEY SCHOOL  
BUSINESS & ENTERPRISE AND MUSIC COLLEGE

LITERACY POLICY

DATE OF POLICY: October 2010

REVIEW DATE: October 2012

## LITERACY POLICY

The introduction of the Key Stage 3 Strategy is recognition of Literacy for all teachers, all pupils and all areas of the curriculum. Literacy helps students to understand their reading, to express themselves clearly orally and, in writing, enhances and enriches teaching and learning in all subjects. Good literacy is a key factor in raising standards across all school subjects.

### Aims

The aims of the policy are to:

- recognise that language is central to students' sense of identity, belonging and growth
- raise students' own expectations of achievement, thus raising standards
- develop students' self-esteem, motivation and self-expression
- promote knowledge and understanding of the students' standards of achievement and assessment in speaking and listening, writing and reading and the identification of any areas of strength and weakness.

### Policy to Practice

Successful implementation of this policy is dependent upon the extent to which we structure lessons appropriately in ways that support and stimulate language development and show how literacy objectives for students are to be achieved.

For speaking and listening we should:

- provide planned opportunities for students to engage in purposeful talk
- encourage students to use Standard English and to vary the formality of their language according to context
- give students regular opportunities to speak and listen in a variety of contexts with a range of activities.

For reading we should:

- make opportunities to demonstrate pleasure in reading
- provide planned opportunities for students to read and follow instructions and read a range of texts
- use reading to research and investigate, skim and select to extract and make meaning.
- encourage pupils to bring in books to read during ERIC time.

For writing we should:

- help students to appreciate the differences between standard English and non-standard forms of language
- plan opportunities for students to plan, organise and record
- plan opportunities for pupils to plan, draft, discuss and reflect on their writing
- plan opportunities for pupils to select and present information using detail, example, diagram and illustration as appropriate
- plan opportunities for pupils to write at appropriate length
- teach students to (a) extend their use and control of sentence structures and (b) organise their ideas into coherent sequences of paragraphs
- provide dictionaries, glossaries and lists of appropriate vocabulary and encourage students to use them
- help students to use a range of strategies to learn spelling, including look-say - cover - write - check technique.
- encourage pupils to complete book reviews
- use Literacy target stickers when marking pupils' work.

### Monitoring

Literacy is monitored by:

- Literacy Co-ordinator, through evaluation of strategies (twice a year).
- Curriculum Achievement Leader through Departmental Self-Evaluation (annually).
- SLT monitoring (annually).

## ERIC Time

Registration on Monday mornings is ERIC time (Everyone reading in class). Pupils and staff are expected to bring in a book or magazine for quiet reading time. Some members of staff also use this time as an opportunity to read aloud to their form, read and discuss a newspaper article or to display reading material e.g. The Young Times on the interactive whiteboard. Each form room should contain a box of reading materials for use if a pupil should forget to bring a book. One designated period of ERIC time (every three or four weeks) will also be given over to reading and discussion of a specific non fictional article, to be provided by CALs.

A prefect/house senior should be appointed to remind any member of staff on cover that it is ERIC time.

## Book/Article Review sheets

These can be found in the Resources Room. Staff should encourage pupils to complete these review sheets which should then be handed in to me. For each completed review, the pupil will receive one merit and their name will be entered into a prize draw at the end of term. There is also a prize for the best review.

## Key Words

At the start of the school year every pupil at Key Stage 3 is given a Key Words Booklet pertaining to their year group, containing the key vocabulary and definitions for each subject. A3 Key Words posters are also available for display in the classroom. This vocabulary should be incorporated into lessons and all pupils should know their spellings and meanings.

## Literacy Stickers

These are available from Resources Room and can be used when marking books to set literacy targets on a pupil's work.

F. Velasquez October 2010