



HOE VALLEY SCHOOL LITERARY POLICY

Person Responsible	Head of English
Date Reviewed	Summer2021
Date of next review	Summer 2022

1. LITERACY ACROSS THE CURRICULUM STRATEGY

Literacy is vital to function in a modern, communications-led society, for intellectual growth and for personal pleasure. A whole school strategy for developing literacy helps to support the cornerstones and aims of the school by:

- ensuring students are able to access the curriculum
- ensuring that students make progress from Day One
- ensuring students are confident, independent learners
- putting in place the foundations for lifelong learning

2. LITERACY TEACHING GUIDANCE

Please note that this should be read in conjunction with the School's Assessment policy.

The expectation is that literacy is specifically planned for and assessed within departmental Programmes of Study and that:

- agreed literacy codes will be used effectively and appropriately to highlight literacy errors (see below)
- misspelling of subject specific keywords will always be addressed
- areas for literacy improvement are highlighted and actioned by students
- students will recognise the need to use accurate spelling, punctuation and grammar and understand the importance of responding to corrected work

3. READING

To improve reading, HVS teachers ensure that:

- students experience active reading strategies that support their learning, eg highlighting
 - texts are appropriately scaffolded and differentiated for students learning needs
 - students experience different types of texts
 - opportunities are given to access reading materials which are appropriate in both purpose and challenge
 - students experience quality, tailored support when needed to become independent readers
- students in KS3 read for five minutes at the beginning of each lesson

4. WRITING

To improve writing, HVS ensures that:

- students are taught to write in subject specific ways and are explicitly taught key subject vocabulary
- students experience different ways of writing for different purposes and audience
- students complete extended writing tasks in all subjects
- exemplar materials are modelled in all subjects to support their writing development
- students experience quality, tailored support when needed to become independent writers

5. SPEAKING/LISTENING

To improve speaking and listening, HVS ensures that:

- full, grammatically correct sentences are spoken and modelled by all adults
- the task and purpose for listening is clear to the student
- verbal reflection is built in to all learning opportunities
- purposeful pair work/group work enhances learning
- students and adults are expected to listen, respect and acknowledge the views of others and respond appropriately
- challenge, discussion and debate are embraced as appropriate
- oracy is scaffolded using sentence starters and probing questions

6. STUDENTS WITH EAL

The Personalisation faculty will liaise with departments and subject teachers regarding literacy interventions to support the progress in literacy of EAL students. Departments may find the following resources helpful to develop or consider:

- providing key vocabulary and definitions
- supporting the spelling of key vocabulary
- providing sentence stems and writing scaffolds where appropriate
- Use of translation materials where appropriate

7. MONITORING

This strategy is quality assured through:

- available and up-to-date data
- sample work - both students' work and departmental Programmes of Study
- lesson observations and learning walks
- book looks
- SLT line management meetings with HoFs
- annual review

8. LITERACY MARKING CODES

SP	Incorrect spelling	Always
o	Punctuation error or improvement	Always
<u>t</u>he	Needs a capital letter	Always
^	Missing word(s)	Extended writing
//	New paragraph needed	Extended writing
??	Writing does not make sense	Extended writing
T	Wrong tense	English/MFL/Humanities