



LITERACY POLICY

All schools must have a working literacy policy and all classroom staff need to implement it. At Southmoor MAT the English Departments at each Academy drive literacy but it is the collective responsibility of all staff, in all curriculum areas to ensure literacy is constantly addressed in order to promote improved standards. Literacy encompasses reading, writing, the spoken language and handwriting. All staff and students should refer to the SMART STUDENT apps for improving literacy.

Speaking and listening: All classroom staff must:

- Lead by example, ensuring they use Standard English at all times.
- Correct pupils when slang or incorrect English is used, in inappropriate contexts, constantly reinforcing the need for correct English in the classroom.
- Encourage diversity of speaking styles and encourage pupils to justify ideas with reasons; ask questions to check understanding; develop vocabulary and build knowledge; negotiate; evaluate and build on the ideas of others.
- Encourage pupils to correct their own speech when errors are drawn attention to.
- Afford opportunities for talk in a range of contexts and forms: whole class, group and paired discussion; individual extended contribution; and role play.
- Opportunities should be planned to help pupils develop their understanding through speculating, hypothesising and exploring ideas.
- Use the *SLANT* procedure to ensure that pupils are actively listening to the teacher and each other.

Reading and writing:

Writing: All classroom staff must:

- Insist on high standards of presentation. Use the PROUD guidelines.
- Insist upon proof reading.
- Take opportunities to promote extended writing and provide writing frames/prompts/structures, etc. to aid extended writing, for those who need them but also encouraging independent scaffolding for most able.
- Actively promote punctuation, spelling and grammatical rules and encourage the use of proof reading and dictionary work.
- Take every opportunity to expand vocabulary and range of expression.
- Encourage variety of sentence construction and length.
- Insist on answers being written in complete sentences, not one word answers or answers beginning with "because".
- Insist on adapting writing to match purpose and audience.

Reading: All classroom staff must:

- Provide opportunities for reading aloud as a class, in groups and as an individual.
- Encourage reading around the subject.
- Using de-coding strategies to understand and interpret words.
- Set reading and research class work and/or homework (work sheet/book/newspaper/ screen, etc.)

- Promote the skills of scanning, skimming and close reading strategies.
- Develop pupils' ability to locate and retrieve information; to select and interpret information; to collate supporting details within a text; to collate material from a variety of texts, including different types of text.
- Tailor lessons to support pupil information from the NGRT targets
- Take any opportunity to promote the enjoyment of reading.

Marking for literacy: All classroom staff must:

- Follow the MAT marking policy when assessing pupils' work. Marking for literacy is not just about correcting spelling, punctuation and grammar, it is about addressing characteristics of expression and communication. This principle should be made explicit to pupils. (Example, an effective historian explains clearly and effectively and an argument is succinctly explored)
- Underline mistakes and place appropriate symbols in the margin. If no margin available, symbols can be placed next to the error. (Note: it is not policy to indicate every single mistake in pupils' work. This is at the discretion of the teacher, especially when marking work of pupils who have low literacy levels in all areas of spelling, punctuation and grammar. Specific areas can be targeted in different assessments, with pupils being told beforehand what the key literacy focus will be in that particular assessment piece. For example, focus on a key paragraph or indicate that spelling will be a focus for that piece of work) (Appendix 1)
- When addressing spelling errors, use spelling strategies to support pupil learning such as comparison to another word (flower/power), use word patterns (explosion/erosion), remind pupils about letter orders or using prefixes and suffixes accurately and the understanding of root words.
- Provide opportunities for pupils to correct their own work in green pen, thus learning from their own mistakes. (***Teachers may correct work for pupils if the situation warrants it.***)
- Include a subject specific literacy target in all summative assessments, a target which has a tight focus and not a vague: "Must improve spelling".
- Ensure their own written feedback is free of literacy errors.

All departments must have the following in place:

- Evidence of the assessment of literacy in exercise books
- A literacy developmental plan in medium and long term schemes of work
- The SMART STUDENTS posters clearly displayed and addressed throughout lessons.
- A means of monitoring that the marking policy is firmly entrenched in their curriculum area.
- A means of ensuring all worksheets, posters and letters home are without literacy errors.

Further development

- The MAT is committed to developing whole school literacy through its CPD programme.
- Whole staff inset and individual and group training is an integral part of our staff development programme and it is an expectation that all staff attend named sessions.

Last review date: 26.05.21

Person Responsible: Trust Director of Literacy

Appendix 1

Teachers must mark in red and pupils in green Indicate to the pupils what the focus for the marking is: spelling/ punctuation or grammar	
✓	Correct Good Idea Good use of language
sp	In correct spelling / circle or underline where the error has taken place Write the correct spelling with sp x3 in the margin for the student to correct in green pen OR indicate pupil should use a dictionary
p	Punctuation error. Underline where the error has taken place
//	A new paragraph is needed
exp	Expression is unclear
dev	Provide an example / the point needs developing further
CL	Capital letter error: circle the omission