

## Curriculum

### English

#### Whole School Literacy Policy

##### Pre-amble

The National Literacy Strategy is at the heart of the drive to raise standards in schools. Literacy brings together the skills of reading and writing as an essential part of effective communication. At Bishop Wordsworth's School, the governors and staff recognise the importance of a consistent approach to its promotion in the context of a boys' grammar school, and an acceptance of its importance throughout the whole school community.

##### Policy

Within the constraints of resources, all curricular subject areas will:

- help pupils' literacy progress positively and constructively between Key Stages 2 and 3;
- offer and share good practice through their teaching;
- ensure that their teachers undertake to develop their pupils' literacy skills;
- commit themselves to promoting literacy skills, where relevant, in departmental handbooks and other literature.

The Literacy Working Group will meet twice over the academic year to share, try out and demonstrate models of good practice linked with developing literacy skills. The results will be made available to Heads of Department and reported periodically to the Senior Management Team. Findings will be added to *Appendix A: Practical Strategies to Improve Literacy* as and when the policy is reviewed.

##### Monitoring

The effectiveness of this policy will be monitored by the Senior Management Team through reports from the Literacy Working Group.

##### Evaluation

The policy will be reviewed and evaluated annually by Governors advised by the Headteacher using the following data:

- key stage 2 SATs results on entry to the School;

- CATs tests;
- Key stage 3 SATs results;
- subject specific assessments and reports;
- feedback from Heads of Departments.

This policy was adopted by Governors on .....

## **Appendix A: Practical Strategies to Improve Literacy**

### **Writing**

*All curriculum areas should undertake to:*

1. display key words or spellings used in their subject area prominently;
2. regularly help pupils learn and understand subject-specific vocabulary;
3. correct basic spelling, punctuation and grammar where appropriate and reasonable;
4. provide pupils with guidance on producing types of writing appropriate to their areas;
5. ensure that the assessment of literacy standards is consistent with this policy in terms of expectations of standards;
6. Apportion between 4-6% of total marks available in major internal examinations to correct spelling, punctuation and grammar (except in Maths).

### **Reading**

*All curriculum areas should undertake to:*

1. distinguish between fact and opinion;
2. teach skimming and scanning techniques;
3. provide pupils with a glossary of subject specific terms to assist reading;

### **Spelling**

*All curriculum areas should undertake to:*

1. display and highlight key words that are commonly mis-spelt;
2. ensure that the introduction of new vocabulary is a constant process;
3. highlight commonly mis-spelt words by ringing the mistake within the word and placing 'S' in the margin;
4. highlight the same error only once;
5. use procedures which ensure that pupils acknowledge their errors and learn from them;
6. employ a range a spelling strategies (see below).

### Spelling Strategies

Before work is handed in, insist on a period of silent checking for errors

Use mnemonics to help pupils learn words

When spelling words aloud, separate in groups of syllables – e.g. nec / ess / ary

Explore the meanings, derivations and roots of words where known (e.g. Latin and Greek origins of many scientific terms)

Build an ethos of automatic self-assessment, and encourage pupils to assess each other

With extended writing, encourage pupils to check for spelling errors starting with the last word, then moving back through to the first. This way, they are not distracted by syntactical sense and focus on each word at a time

Encourage pupils to try this method for learning spellings:

**Look** at the correct spelling carefully

**Cover** it up

**Write** it down

**Check** against the correct version – repeat until it is firmly ingrained in the long-term memory.