

SCHOOL LITERACY POLICY

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Ratified by Committee	September 2012
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Produced by School	Yes
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Notes: SLT responsible: Assistant Headteacher	
Signatures: Chair of Governors: Headteacher:	



FEARNHILL SCHOOL

**FEARNHILL SCHOOL
MATHEMATICS & COMPUTING COLLEGE**



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Mathematics and Computing College**

**SCHOOL LITERACY
POLICY**

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Notes Authors: Vicky O’Kelly, Literacy Co-ordinator and Angela Dent, Librarian.	
Signatures: Chair of Governors: Headteacher:	



'A Community Inspired To Learn'

School Literacy Policy

June 2013

This is the year we make Fearnhill a reading school

Authors – Vicky O’Kelly (Literacy Co-ordinator), Angela Dent (Librarian) and Mark Sheridan
Date of review – Summer Term 2014

‘Pupils should be taught in all subjects to express themselves correctly and appropriately and to read accurately and with understanding.’

*Use of Language across the Curriculum, The statutory secondary curriculum,
Department for Education.*

All teachers are teachers of literacy. Literacy is essential to all learning throughout the school, in all years and across all subject areas, and there will be high expectations for all students as to what they can achieve.

Effective delivery of literacy will broaden students’ knowledge and experience, increase students’ abilities to learn for themselves, build self-esteem and promote the development of good relationships. At Fearnhill School we accept the fundamental principle that literacy is the key to improving learning and raising standards across the curriculum. Poor levels of literacy impact negatively on student self-esteem and progress. **All members of staff have responsibility for the delivery of literacy across the curriculum.**

The Aims of the Policy are to:

- Continue with the whole school approach to literacy across the curriculum in keeping with the principles laid down in the National Literacy Strategy.
- Enable pupils to reach and exceed their potential in reading, writing, speaking and listening.

- Advance the awareness that literacy is the key for all teaching and learning, with a clear link to success in public examinations.
- Embed literacy and information literacy across the whole school curriculum, utilising the full range of available resources.

The Policy:

Subject areas will:

- Develop and use strategies in teaching writing, speaking, listening and reading skills to stretch and support students in the four areas of literacy.
- Ensure that students in KS3 conduct at least one research project utilising Information Literacy skills. This should culminate in an extended piece of writing (see information and timetable in appendix 1 and 2).
- Develop and display key spellings and terminology in subject areas and rooms where appropriate.
- Ensure that all students are aware of the issues surrounding plagiarism and correct referencing; utilising their information literacy skills.
- Provide enough dictionaries and thesauri for student use in their area, as appropriate for their faculty.

Teachers will:

- Communicate differentiated success criteria and learning objectives to students explicitly, using speaking and listening, reading and writing skills.
- Ensure that every student, in every lesson, has the opportunity to read and to develop their reading skills (see appendix 3).
- Mark students work in line with the school marking policy (see appendix 4).
- Ensure that students are working at the minimum expectations in writing, and that these expectations are displayed prominently in the classroom (see appendix 5).
- Refer to the 'need a hand' outline when setting research class work or self study (see appendix 6) and ensure that the 'need a hand' is displayed prominently in the classroom.
- Develop and use writing frameworks pertinent to their subject.
- Continue to develop and use a variety of activities that promote speaking and listening skills.

Year teams will:

- Ensure that students in every Key Stage are engaged in a positive reading activity at least three times a week (in either morning or afternoon registration) and model such behaviour themselves.
- Work alongside the Librarian and Literacy co-ordinator to ensure that each form classroom has a box of suitable reading resources, incorporating an appropriate mix of reading material.

Students will:

- Bring a suitable reading book to school each day, as part of their essential equipment.
- Be familiar with, and make use of, the minimum expectations in their extended written work (see appendix 5).
- Become familiar with, and utilise, skills required to be a good reader.
- Develop an understanding that the skills they learn in one subject can be applied successfully in others.

Research Project

Such a project can be based around any part of the curriculum that subject areas would like (e.g. world food in Technology, the skeletal system in PE, the use of technology in the 20th century in ICT).

Students should be introduced to the research project and be reminded how to utilise the 'need a hand' diagram in their planners/on the classroom wall.

Students should be reminded/introduced to the issues surrounding internet research including plagiarism and unreliable web pages (see appendix 2).

At least one session of the project should be spent in the library. This will need to be booked in advance with the librarian.

Students should be encouraged to utilise the other resources available in the library (books, journals etc.)

Timetable for Research Projects throughout the year

Faculty	Term	Year Group
Art	Spring	7
Design and Technology	Autumn	8
English	Summer	9
Humanities	Spring	8
ICT	Spring	9
Languages	Summer	7
Maths	Summer	8
Music	Spring	8
P.E.	Autumn	7
Science	Autumn	9

Internet Searching and Plagiarism

Internet Searching

Students need to be taught to be critical thinkers and given guidance in how to judge the validity of websites to enable them to be careful, discerning users of the internet rather than trusting everything they see.

- Provide students as far as possible with specific websites and databases to research
- When performing a search, students need to evaluate information from the internet for its authenticity, currency, accuracy, value and bias by asking the following questions:
 1. Who has written the website and why?
 2. When was it written and when was it last updated?
 3. Who is the website aimed at?

Plagiarism

Plagiarism is using the work of others without acknowledgement. It includes copying, paraphrasing and presenting other people's ideas or theories as your own, deliberately or inadvertently.

- Students to be taught how to reference quoted sources used in research and encouraged to do it for every piece of research work.
- Plagiarism, when discovered, should be sanctioned according to departmental policy.

Good Readers:

- **see images** (you can picture what is happening)
- **hear a reading voice** (you can imagine the author is talking to you)
- **hear character voices** (you can imagine different voices and accents)
- **empathise** (you can put yourself into the situation the characters are in)
- **relate to own experience** (you can relate the story to yourself or your prior knowledge)
- **relate to previous reading experience** (you can make links with other things you have read)
- **rationalise what is happening** (you can understand why things are happening)
- **process new words** (you can sound a new word out, look it up, ask someone for the definition or put in a different word)
- **predict what will happen next**
- **ask questions**
- **reread**
- **pass judgements** (you can say what you like or dislike about the characters, setting, situation etc.)

Marking Signs

- ✓ Good work, correct or good point
- ✘ Mistake of fact or answer
- Sp Spelling mistake
- UL Underline (usually heading)
- // New paragraph
- _ Capital letter
- P Punctuation mistake
- G Grammar mistake

Writing Checklist – Minimum standards

All key words are:

Used accurately
Spelt correctly

I have checked:

- My punctuation
- Use of capital letters
- Full stops
- That I have underlined all headings

My writing is organised:

Into full sentences and also into paragraphs.
This makes my points clear for the reader to follow.

I can now say that my writing is accurate and presented according to all that is expected of me.

