



THE LATYMER SCHOOL

Founded 1624

WHOLE SCHOOL APPROACH TO LITERACY POLICY

Policy adopted	Governing Body
Policy circulated	All staff in school October 2017
Review policy	October 2018

Whole School Approach to Literacy based on key findings from the Departmental Questionnaires (March 2017)

Approach needs to be simple and across whole school to be effective.

WRITING Whole school focus on written literacy:	READING & LIBRARY Create a Community of Readers at Latymer(Miranda)	SPEAKING & LISTENING	SPELLING, PUNCTUATION & GRAMMAR (SPaG)	OTHER
<p>All departments to focus on the importance of extended writing at all KS which includes complexity and range. Within this approach, the importance of conciseness (clarity and simplicity of expression) also needs to be stressed. Students to understand that lengthy writing does not on its own answer the question or achieve the highest marks. (KEL)</p> <p>All departments to display key words in classroom and to actively refer to these in teaching. Key words for different key stages on different coloured backgrounds but consistent across school.</p> <p>Individual departments to receive support to create models of writing frames/placemats that become part of demonstrating the importance of written literacy to staff/student across the whole school. Staff to consider which writing structures for KS4 and 5, students should be introduced to in earlier KS. (Anna)</p> <p>Students to be "trained" to review and analyse written work against exam requirements (range and complexity of language, conciseness and for SPaG). As a whole school literacy focus, create designated checking time (5 mins from end) in lessons to start with.</p> <p>HSN to create closer links with local primaries, to ensure that there is improved continuity of literacy from one phase to the next.</p> <p>In addition to outside writing competitions. Consider establishing an in-house one. Themes/titles could be subject based to showcase different genres and vary per KS. High profile, endowed and annual event leading to publication in magazine/external publications. (KEL/Anna)</p>	<p>Each department to have a short reading list for each KS which includes a variety of registers/genres. Expectation that students read articles, chapters, novels and that it dovetails with SOWs etc.</p> <p>Consider reading homeworks at all KS followed by discussion</p> <p>Reading in form time to be themed but varied by KS at various times in the year so that all school is considering a similar theme at the same time. Themes are then focus of subsequent whole school/year assembly in order for importance of reading to be stressed. Say three Reading assemblies per year. (PAS)</p> <p>Library to support departments in creating suitable reading material and to extend departmental SOW.</p> <p>Favourite Book initiative for staff/students. For tutors, subject teachers, support staff students. Not limited to World Book Day.</p>	<p>Raise profile of public speaking (content, delivery) and its importance as a skill via KS 3 debating, Bar Mock Trial etc.</p> <p>Promote reading aloud in class in all subjects and at all KS.</p> <p>As part of classroom practice, staff to actively encourage good articulation in student verbal responses. Focus on technical vocabulary, range and flow and to seek verbal redrafting when not meeting expectations.</p> <p>Again as part of classroom practice, staff to think about how students can become more active, focused listeners when watching audio-visual resources and when listening to peer' contributions, answers to written questions/teacher talk.</p>	<p>Establish simple whole school approach to marking SPaG and getting students to respond. To become part of Feedback and Assessment Policy. (Variety of ways to develop this)</p> <p>Exam board requirements re SPaG are known, made explicit and become part of AfL, peer and self-assessment.</p> <p>Subject specific glossaries per KS</p> <p>Very basic grammar explanations to be included in planner. (subject, verb, object, preposition, adjective etc.). Similar reference for punctuation.</p> <p>List of most often misspelt words in English language that student have reference to in planner. Students refer to them before work set and after</p> <p>Spelling Olympiad/Spelling Bee competition. (KEL/Anna)</p>	<p>Establish a Literacy Register of to reflect Learning Support Model to include students whose level of literacy on entry is below L5 (new equivalent). To include:</p> <ul style="list-style-type: none"> • what support they have had (Anna Hughes); • what staff need to be aware of in terms of ongoing support; • to consider adding students to it in year/in KS, whose literacy is causing concern. <p>Literacy to become more high profile when lessons are observed. (Anna)</p>