



<i>Policy/Procedure Title</i>	<i>Literacy Policy</i>
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<i>Link Governor (if any)</i>	
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<i>Other Related Policies</i>	

## Literacy Policy

At UTCC we recognise **Literacy as the DNA of learning**: the communication skills of speaking, listening, reading and writing through which we all share our thinking and learning. We recognise that each of the subjects we teach and learn at UTCC develops a subject specific understanding of the world. This means that each subject develops a subject specific vocabulary, writing forms and reading texts that require the literacies of each subject to be taught by subject specialists.

We work to promote a high level of literacy by creating a consistency of experience for students across all subject areas:

Key vocabulary is taught as part of each unit of work and displayed in the lesson

Each subject area has its own way for students to record key vocabulary and teachers to test proficiency

### Baseline Assessment in Y10 and Y12

From September 2015 individual subjects have offered baseline testing to Y10 and Y12 and Yellis has been used to assess a range of learning aptitudes in new Y10 students.

From September 2017 GL testing will be used to assess reading and baseline English skills for all new Y10 and Y12 students. This data will be recorded on Go4 schools for all staff to use to inform teaching.

### Assessment

Literacy marking is part of formative and summative assessment.

Personalised Literacy Learning objectives are recorded on the ELF.

When marking students' work teachers write in green pen – students write in black pen and practise corrections in a different colour.

Teachers underline the literacy error in green and write the correction as near to the error as possible so that the student can see the correct version clearly and measure it against the error.

The teacher writes a CAPITAL S –Spelling; P – Punctuation; G – Grammar in the margin on the same line as the error.

No more than 3 spelling, 3 punctuation, or 3 grammar errors are to be marked per piece of work.

Students are given time in the lesson to practise the correction by writing it 5 times if it is a spelling error or by writing out the sentence or phrase again so that the punctuation or grammar makes sense. This should be done at the end of the piece of work.

If a student has made the same error more than once in a piece of work the teacher should apply this policy when the error first occurs then ask the student to find other examples of this error and ring them in the rest of the work. The student can then practise the correction as above.

The Student Action to Progress can be used to record literacy corrections but it is likely that other skills that need to be practised will also be identified here.

From April 2017 Literacy Learning walks join the Quality Assurance calendar

### **The Literacy Working Group**

Meets each half term and there are literacy subjects reps from every subject area.

#### **Aims to:**

Identify and share best practice across curriculum

Identify challenges in teaching literacy within subjects

Identify specific literacy teaching required to ensure that all students have sufficiently effective literacy skills to enable them to perform at the best of their subject ability in both internal and external exams

Track PP and SEND students and work to ensure their literacy skills are in line with those of their peers

Develop strategies through research/communication/CPL

Plan to deliver consistent experience of literacy learning to students across the curriculum

### **Reading Time**

During 2016-17 Reading Time takes place on Tuesday, Wednesday and Thursday each week for 20 minutes from 12.30 – 12.50 for KS4 and 12.50 – 1.10 for KS5.

Everyone Reading in Class – ERIC is a time for silent reading with the tutor reading as a model to the readers in their class.

From April 2017 the Literacy Co-ordinator will use this time to co-ordinate intervention work with reluctant readers using the Accelerated Reading Scheme.

From April 2017 the Literacy Co-ordinator will train Y12 volunteers as reading buddies to support Y10 reluctant or weak readers to make progress towards attaining the reading age equivalent with their chronological age.

The aspirational aim of the Reading strategy is that every student should reach their chronological reading age during KS4.

At KS4 students who do not choose to bring a book of their choice to read can read texts from their English Literature curriculum.

Reading time is not revision time – the aim is to create as much reading time as possible to develop reading proficiency which will support success in all subjects.

The text being read can be fiction or non-fiction but should be sufficiently substantial to present a level of challenge that will progress the reader's knowledge and understanding – students may choose to read an article from a broadsheet newspaper or a journal such as The New Scientist or the National Geographic.

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