**The Oswaldtwistle School**

**Literacy Policy**

Literacy is a huge barrier to learning for a majority of our young people, largely as a result of the difficulties they have encountered in their learning journeys. In response we work hard to promote reading, writing, speaking and listening across the school, as we fully appreciate how important these skills are for the long term achievement and success of our students.

On entry each student takes a series of baseline assessments, for example WRAT, the literacy outcomes of which are used to inform the level of intervention required for each of our students along with the most appropriate intervention strategies. Further assessments during the course of the academic year allow us to monitor student progress in this area and to evaluate the success of our literacy strategies and intervention programme.

 **Aims**

* To foster a shared understanding of the importance of language and literacy in the learning process, and in the longer term development of our young people.
* To improve students' standards of achievement in English and across the curriculum.
* To develop students’ confidence and ability to express themselves and communicate effectively with others.
* To create a whole school literacy ethos that sees staff and students engaging in the complete range of literacy activities that permeate school life.

**Promoting Literacy at OSSS**

Literacy across the school is co-ordinated and driven by the Deputy Head teacher responsible for Teaching, Learning and Assessment. Who in turn works very closely with a small team of staff to secure the literacy vision. The team comprises a member of the English department, the TA responsible for literacy intervention and a member of the SEND department. It must be emphasized; however, that literacy is recognised as being the collective responsibility of all staff, if standards are to improve.

 **Responsibilities**

* SLT will lead and give a high profile to the school’s vision for literacy.
* Teachers across the curriculum will take every opportunity to provide students with the knowledge, skills and understanding they need to read, write, speak and listen effectively.
* All staff will support the literacy ethos by promoting the strategies that are in place to encourage all students to develop and strengthen their literacy skills.
* The Literacy Co-ordinator will support departments in the implementation of strategies and encourage all staff to share good practice. She will regularly monitor students’ progress and evaluate the impact of literacy strategies.
* Parents should encourage their children to develop their literacy skills through encouraging reading for pleasure at home.
* Students will take increasing responsibility for recognising their own literacy needs and identifying what they need to do to improve.
* The SEND team will meet with individual students and generate bespoke literacy packages for these students.

 **Promoting Speaking and Listening**

* The importance of speaking and listening should be promoted by all staff in line with the school's ABC Oracy rules which are on display in all classrooms.
* All staff should lead by example, ensuring ‘Standard English’ is used at all times and in return they should expect this from the students.
* Staff should challenge students when slang or inappropriate colloquialisms are used and in turn encourage the correct use of English in the classroom by encouraging students to correct their own speech when errors are drawn to their attention.
* Opportunities should be created for talk in a range of contexts and forms: whole class discussion, small group discussion, paired discussion, individual contribution, role play etc.
* Tutors should ensure that all members of their form take an active part in Friday registration’s ‘Newsround’ activity, ensuring that they contribute to class discussions in line with the Oracy expectations.

 **Promoting Writing**

* Staff should model high standards of presentation at all times and all work should be presented with date and title/L.O. which should be underlined.
* Students should be encouraged to write in extended form and to use the connectives and sentence openers 'mats' for support in this activity. Extended writing should be rewarded by the POW initiative in celebration assembly.
* Tutors should encourage students to fully participate in Ninja Literacy activities in form time.
* Staff should model all pieces of writing and never assume that the student will know what to do. They should scaffold learning when necessary using writing frames etc. to aid extended writing.
* Teachers and teaching assistants should insist on the use of full sentences when completing writing tasks.
* Staff should use specific support structures, for example the connectives and homophones literacy mats.
* Teachers and teaching assistants should promote good use of punctuation, spelling and grammar in any written task.
* In the classroom opportunities should be created for peer literacy marking, using the literacy marking key. Focus on one or two aspects per opportunity e.g. capital letters
* Grammar, spelling and punctuation and handwriting should be appropriately supported in all subjects and the literacy marking policy is used to support students in the development of these skills.

 **Promoting Reading**

* Staff should provide opportunities for reading as a class, in groups and individually and encourage reading aloud if appropriate to the task.
* In lessons all needs should be met through a range of varied and appropriately differentiated reading resources.

* Staff should reward students if they are caught reading (CR) or if everyone is reading in class together (ERIC), via the weekly Celebration Assembly.
* Reading and research tasks should be used in class and students should be encouraged to read books/newspaper articles on line etc.
* All staff should promote skimming and scanning skills in lessons.
* Teachers should promote the enjoyment of reading and share their reading 'joys' and experiences with their students. 'What are OSSY staff reading?' will be a feature of the Literacy notice board
* Students are encouraged to join in with local initiatives e.g. the District's Reading Conference for reluctant readers.
* Group reading takes place every Friday during form time when tutors and students read a novel together. Students also have the opportunity to carry out private reading at this time by selecting a book from the form library box.
* Teachers should aim to expand the vocabulary range of their students' through the use of a glossary for each topic. In addition they should be explicit about the key words they would expect to find in any given piece of writing. The use of vocabulary ‘starters’ is particularly useful here.
* During registration time vocabulary skills are developed by encouraging students to look up and learn new words through Ninja Literacy and by involving themselves in a variety of Literacy games.

 **Marking**

* The literacy marking policy should be used by all staff when assessing students’ work.
* The literacy marking key/posters should be on display in all classrooms.
* Staff should encourage self/peer marking of literacy with students marking their own or a partner’s work with green pen.
* Opportunities to praise the effective and accurate use of literacy skills should be seized.
* Mistakes should be identified with the appropriate symbols in the margin. If no margin is available, symbols can be placed next to the error.
* **NB** It is not policy to indicate every single mistake in students’ work especially when marking work of students who have low levels of literacy in all areas of spelling, punctuation and grammar.
* Specific areas may be targeted in different assessments. Ensure that the student knows which particular literacy focus will be assessed beforehand e.g. the particular focus for this piece of writing will be the correct spelling of all key words and the correct use of paragraphs.
* Staff should ensure that appropriate literacy targets are recorded on all Progress Markers and subsequently recognise attempts made by students to achieve these targets.