



St Bede's

Catholic School
& Sixth Form College



WHOLE SCHOOL READING AND LITERACY POLICY

Governing Body Approval: Full Governing Body	
Name: M Gray (Chair)	Signature:
Date:	09.01.23
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Rationale

Literacy is the foundation stone for learning throughout the curriculum, underpinning success for every student at every level. High levels of literacy equate to improved attainment in all subject areas. If learners have competent skills of written and spoken expression, and the ability to read, understand and interpret texts, they will have the ability to understand and respond to subject content across the curriculum.

It is our duty and moral obligation to ensure that every student can read fluently and is equipped with high standards of written and spoken communication in order to be successful both in and out of the classroom. In an increasingly challenging world, effective communication skills are essential to lead a fulfilling and successful life. We are committed to providing all students with a skill set which will improve their life chances. Every member of teaching and support staff has a role to play in supporting our whole school drive for the highest standards of literacy and oracy for every student, whatever their entry level.

It is the responsibility of every teacher to ensure that literacy is embedded in the curriculum of every subject, to support their acquisition of knowledge. Opportunities for speaking and listening, reading for meaning and extended writing should be outlined in all schemes of learning and progress. The reading and literacy policy exists to ensure that all pupils, in all subject areas, are provided with opportunities to develop as competent readers, writers, speakers and listeners.

We are committed to the development of the whole person within a supportive, secure and creative environment. A broad, balanced and appropriate curriculum provides equal opportunity for all students to maximise their potential regardless of age, gender, race, colour, religion, disability or sexual orientation. This commitment will be consistently applied within the context of whole school reading and literacy.

The literacy policy in action

1. Insist on standard English.
2. Talk, model, write.
3. Insist on full sentences.
4. Insist on proofreading.

1. Insist on standard English

Responsibilities

- All members of staff should be role models for the accuracy of spoken English. They should challenge and correct grammatical errors in students' speech. Subject teachers and classroom-based support staff should guide students in their understanding of key terms and vocabulary and consistently reinforce the importance of core skills.

- Students should be taught to speak clearly and convey ideas confidently using standard English. They should learn to justify ideas with reasons; ask questions to check understanding; develop vocabulary and build knowledge; negotiate; evaluate and build on the ideas of others; select the appropriate register for effective communication.

2. Talk, model, write

Responsibilities

- Effective talk for literacy should be modelled every lesson through high levels of spoken standard English and the modelling of tier 2 and tier 3 vocabulary.
- Students should be given opportunities to practise public speaking so that they grow in confidence when presenting their ideas to others.
- Structured talk should be present in every lesson. Students should be taught to give well-structured descriptions and explanations and develop their understanding through speculating, hypothesising and exploring ideas. This will enable them to clarify their thinking as well as organise their ideas for writing.
- Teachers and classroom-based support staff should develop vocabulary actively, building systematically on students' current knowledge. They should make links between known and new vocabulary and discuss the shades of meaning in similar words.
- Students should be given opportunities in the classroom and through homework tasks, to write for a variety of audiences and purposes including: narratives, explanations, descriptions, arguments, reports, comparisons, summaries and evaluations.

3. Insist on full sentences

Responsibilities

- Students should write fluently in full sentences using accurate punctuation in all pieces of extended writing.

4. Insist on proofreading



Responsibilities

- Students should be given regular opportunities to proofread their work and to value the process of editing. They should strive to produce Gold Standard Work consistently.

- Teachers should mark for literacy using the literacy marking codes, checking students' use of standard English, spelling, punctuation and grammar. Students should regularly and consistently act on feedback for literacy in order to make progress.

Marking for literacy

Teachers should mark for literacy using the following codes:

Support Marking to Improve	
	This is an effective part of your work, or you have made a good point here. Make sure you know what you did well!
	You have done something really well or made a really good point. Make sure you know what you did well!
<i>U</i>	Your point or comment is incorrect. Read this part again to check your understanding of what you have written.
<i>C</i>	You have made a mistake with capital letters. Correct your capital letter mistakes.
<i>Sp</i>	You have made a mistake with spelling. Check the spelling of this word carefully, using a dictionary, then correct it.
<i>P</i>	The punctuation you have used is incorrect, or punctuation is needed which you have missed. Make the correction and make sure you know how to avoid this kind of mistake next time.
?	The way you have expressed an idea is unclear, inaccurate or doesn't make sense. How could you have explained this better?
<i>Gr</i>	You have used incorrect grammar in this sentence. Read this part again and correct your grammar so that the sentence makes sense.
^	Something is missing. Read this sentence again and add in the missing word(s) or information.
<i>// or NP</i>	You need to start a new paragraph here.

This process should be as follows:

1. Identify literacy errors and use the corresponding code in the margin.
2. Ensure students engage with the codes and correct the errors.
3. Set targets for improvement where necessary.
4. Follow-up the identification of errors by checking that students have addressed them.

Guidance for staff

- Be selective. You do not need to correct every error; rather, choose a small number that are relevant to your subject.
- Adapt your marking. Only identify errors if you feel that the student has the ability to correct them.
- Balance the need to correct with acknowledgment of the effect on the student. Over-correction of errors can be demoralising and have an adverse effect.

The reading policy in action

Teachers should be expert readers

- Teachers should develop students' reading and comprehension skills by modelling the fluent reading of texts.

Teachers should model different reading strategies

- Strategies such as activating students' prior knowledge, modelling, encouraging students to predict and question texts and guided or scaffolded reading should be used to help students understand and interpret texts in every subject.
- Teachers should encourage students to skim, scan, reread, check, question, summarise, identify patterns and read related texts to develop their resilience when reading independently.

Teachers should explicitly teach vocabulary in every subject

- Teachers should pre-teach tier 2 and tier 3 vocabulary.
- Teachers should use the Frayer model and strategies such as exploring morphology and etymology to embed the knowledge and use of vocabulary across the curriculum.

Monitoring and Evaluation

This policy will be annually reviewed by the Governing Body. The impact of literacy strategies will be assessed and evaluated by the Literacy Lead on an annual basis following cyclical assessment.