

Hornchurch High School Literacy Policy 2018

RATIONALE

All teachers must know the literacy barriers for students in their groups and adapt their teaching accordingly. The word 'literacy' can be swapped for 'communication' in that reading, writing, speaking and listening in any form should be considered when planning to develop literacy skills.

MONITORING

The implementation of the literacy policy will be reviewed by:

- Learning Walks
- Faculty Reviews
- Performance Management
- Lesson Observations

READING

- Use a wide variety of texts including magazines, newspapers and books
- Discuss difficult concepts / vocabulary before reading
- Make the purpose for reading very clear
- Use drama and group activities to support reading activities
- Use paired, group and shared reading activities – do not allow reading to become laborious or dull
- Use multi – sensory, creative and innovative approaches rather than overusing exam preparation techniques
- Use DARTS – cloze text, sequencing, text reconstruction, story boards, Venn diagrams, skimming and scanning activities
- Use tableaux, hot seating and games such as 'Stand up if...'
- Include support strategies for weaker readers – plan interventions

WRITING

- Create opportunities for both formal and informal types of writing which are motivating and inspiring
- Explicitly teach editing and redrafting to produce extended writing pieces of quality
- Use speaking and listening stimuli to prepare for writing activities
- Use group work regularly to prepare for writing pieces
- Use blogs, social media, websites and multi-model writing stimuli
- Give students choices wherever possible □ Model good technique



SPELLING

- Create games and interactive spelling techniques to promote learning of spellings
- Use spelling journals etc. to practice spellings and explore patterns / roots and so on
- Highlight key or significant misspellings in written work, and allow students to respond
- Model and encourage the use of ambitious words
- Students must self-correct their written work, and be given time to proof read and respond to any errors

GRAMMAR and PUNCTUATION

- Actively teach grammar and punctuation rules
- Model good practice, and plan to teach as grammar as an intrinsic part of lessons

SPEAKING AND LISTENING

Model subject specific, technical and challenging vocabulary

- Plan for speaking and listening activities throughout schemes of work
- Advise students regarding development of speaking and listening skills – monitor progress and offer feedback