



KCC LITERACY POLICY

1. Principles

Raising standards of literacy is central to raising the achievement of students. The ability to use language effectively is vital to learning in all subjects. The aim of all teachers and learning support staff at Kingsbridge Community College is to:

- Develop students' abilities to communicate effectively in speech and writing and to listen with understanding
- Encourage students to be enthusiastic, responsive and knowledgeable readers

2. Procedures

2.1 All departments at Kingsbridge Community College as a normal part of their teaching:

- a) Identify, display and regularly revisit the key vocabulary for their subject
- b) Develop tasks in which students use language to show understanding
- c) Where possible, provide opportunities for extended writing with purpose
- d) Use writing frames, where needed, to support students' writing
- e) Identify students in need of additional literacy support (who have not been identified through normal procedures)
- f) Give time and status to reading, writing, speaking and listening in curriculum planning
- g) Review and monitor the literacy demands placed upon the students in their subject
- h) Where appropriate, provide regular opportunities for students to read for understanding and help to develop approaches to extended reading
- i) Encourage independent reading
- j) Strive to use the modelling process to make explicit to students how to write
- k) Ensure that students have a range of speaking and listening opportunities in a variety of formats including individual, paired, group and whole class situations involving formal and informal exploratory discussions, problem-solving, debates, formal presentations etc.
- l) Reinforce the need for students to use Standard English and reduce reliance on slang, colloquialisms and ungrammatical expressions
- m) Ensure there are resources available to meet the literacy skills of students at appropriate levels
- n) Encourage reading aloud e.g. through paired reading
- o) When marking with a literacy focus, use the agreed symbols for marking errors in literacy (Appendix 1)
- p) When marking with a literacy focus, use the SPaG (spelling, punctuation and grammar) guidance (Appendix 2)
- q) Make use of the purple pen of progress as a means of getting students to reflect on their SPaG (pre- and/or post-marking)
- r) Take responsibility for the legibility of students' handwriting
- s) Work in partnership with the KCC library to promote reading and research skills
- t) Work to develop staff knowledge of literacy terminology and concepts

2.2 The Library

- a) Actively promote reading for pleasure e.g. through displays, events, reading groups, reading lists
- b) Continue to deliver an induction programme for Y7 students
- c) Support KCC Reader lessons and the promotion of the colour-code system
- d) Support the running of student and parent reading volunteer sessions
- e) Provide regular reports on borrowing data to tutors and Year Leaders
- f) Support teaching staff and students with individual learning projects and reading enrichment opportunities
- g) Develop links with the local library and primaries to coordinate reading promotion

2.3 The English Department

- a) Act as consultants to departments across the college to help them develop strategies to improve students' literacy skills in their subject areas
- b) Provide students with the knowledge, skills and understanding they need to read, write, speak and listen effectively
- c) Incorporate regular lessons which develop literacy skills into schemes of learning

2.4 The Learning Support Department

- a) Act as consultants to departments across the college to help them develop strategies to improve students' literacy skills in their subject areas
- b) Provide strategies and materials for students experiencing difficulties with reading and writing
- c) Administer the standardised testing of reading and spelling (esp. Y7 students)
- d) Develop literacy intervention programmes for students identified as having literacy difficulties
- e) Monitor the progress of students receiving literacy intervention, working with teaching staff to determine future provision
- f) Disseminate data and evaluate literacy interventions annually

2.5 Tutors/ Year Leaders

- a) Be responsible for regular literacy activities in registration (e.g. Literacy Fortnight, reading)
- b) Be responsible for promoting reading (especially for Y7 tutors especially through delivery of KCC Reader programme)
- c) Use borrowing data to identify needs for literacy support (Year Leaders)

2.6 Staff Training

- a) Develop staff knowledge of literacy concepts, terminology and approaches to teaching e.g. through literacy induction of new staff, regular CPD sessions, Literacy Fortnight, support for staff literacy queries etc.

2.7 This policy is reviewed every 3 years

Appendix 1: Literacy Marking

- Where appropriate, staff will use the marking symbols and abbreviations (see below) when marking students' work
- Where appropriate, staff will provide a literacy target with marked work (e.g. via the KCC marking sticker)
- Where appropriate, staff will encourage students to reflect on their SPaG using the purple pen either pre- or post-marking
- Staff are expected to use their judgement regarding the number of SPaG issues identified in each piece of work but are encouraged to consider a range beyond identification of spelling errors

✓	good idea or choice of words
✓✓	very good idea or choice of words
SP	spelling error
//	paragraph needed (where slashes are added)
	clumsy expression or writing that does not make sense
BW	use a better word
WW	the wrong word used
^	missing word(s)
P	punctuation error
C	a capital is needed or used incorrectly
G	grammar
H	unable to read this because of handwriting

Appendix 2: SPaG Guidance

As a college, we recognise that there is no single approach to improving SPaG, but rather a range of tools. Staff are asked to consider the following possible approaches:

Spelling

- Encourage students to practise high-frequency words (both subject-specific and non-specific)
- When writing spelling corrections, write the whole word correctly rather than inserting letters
- Use look-cover-write-check as a means of getting students to practise spellings
- Adopt a multi-sensory approach (e.g. closing eyes and imagining a word written down before then attempting to write the word)
- Encourage the explicit use of analogy (e.g. similarities between 'would' and 'could')
- Suggest and encourage strategies such as mnemonics, syllabification, words within words, word families, familiar letter strings etc.
- Be aware of common errors and look out for them in students' work (e.g. definitely, remember, would have, all homophones (words which sound the same but which are spelt differently))
- When marking for spelling, avoid overwhelming students with a large number of corrections

Punctuation

- Maintain high expectations of basic punctuation in all writing tasks (especially use of full stops, question marks and capital letters capital letters)
- Be aware of common punctuation mistakes students make and the terminology used to describe these e.g. comma splices, run-on sentences
- Encourage students to experiment with more sophisticated punctuation e.g. colons and semicolons
- Actively mark for punctuation and engage students in discussion to promote accurate punctuation

Grammar

- Maintain high expectations of grammatical accuracy in all writing students do
- Be familiar with grammar terminology e.g. main clause, subordinate clause, subject, verb, tense
- Be aware of students' common grammar mistakes and use the appropriate terminology to describe these mistakes e.g. lack of subject-verb agreement
- Actively mark for grammar and engage students in grammar based discussion