



**HARTISMERE HIGH SCHOOL
NATIONAL STRATEGY**

Literacy and Learning: School Policy

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Co-ordinator, Literacy & Learning
Policy updated September 2007

Literacy and Learning

Literate pupils should:

- read, write and speak with confidence, fluency and understanding;
- understand the sound and spelling system and use strategies to spell accurately;
- have fluent and legible handwriting;
- have an interest in words, and their meanings, and a growing vocabulary;
- know, understand and be able to write in a range of genres in fiction and poetry, and understand and be familiar with ways that narratives are structured through basic literary ideas of setting, character and plot;
- understand, use and be able to write a range of non-fiction texts;
- plan, draft, revise and edit their own writing;
- have a suitable technical vocabulary through which to understand and discuss their reading and writing;
- be interested in books, read with enjoyment and evaluate and justify preferences;
- through reading and writing, develop powers of imagination, inventiveness and critical awareness.

From DfES Key Stage 3

Literacy Conferences Training Pack 1999

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Literacy and Learning: School Policy

Our aim is to raise the achievement of all pupils by seeking to develop their speaking, listening, reading and writing skills.

We need to:

- raise the profile of literacy within the school;
- raise standards of literacy;
- make literacy teaching an integral part of every curriculum area;
- give all students the opportunity to take the ALAN qualifications if they will benefit from them

The school will:

- create a positive and attractive environment which celebrates speaking, listening, reading and writing;
- ensure that use of the library is an integral part of pupils' learning;
- provide role models in the form of older pupils and staff;
- raise parents' awareness of the central role importance of literacy in their children's development;
- ensure that there are planned activities in the curriculum to allow pupils to learn and practise their range of literacy skills;
- ensure that a range of reading materials is available at appropriate levels of interest and difficulty and balanced in its representation of culture and gender;
- encourage the use of dictionaries, thesauruses and ICT programmes to support individual learning;
- ensure subject areas are teaching the literacy elements central to their curriculum delivery - as identified in the National Curriculum;
- provide INSET on teaching literacy

Each subject will:

contribute to the raising of standards within their curriculum area by:

- providing planned opportunities for pupils to practise the skills relevant to their department;
- identifying subject specific reading, writing and speaking demands;
- identifying appropriate subject specific vocabulary;
- providing materials to enhance and support individual research;
- providing structures to support writing;
- developing strategies to enhance technical accuracy in pupils' work;
- improving the quality and usefulness of display;
- enhancing and developing the use of the library/learning resources centre;
- enhancing and developing the use of ICT.

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Literacy and Learning: overview of current framework

The framework for Literacy and Learning across the curriculum divides into three strands:

Learning through talk	Using talk to clarify and present ideas
	Active listening to understand
	Talking and thinking together
Learning from text	Developing research and study skills
	Reading for meaning
	Understanding how texts work
Learning through writing	Using writing as a tool for thought
	Structuring and organising writing
	Developing clear and appropriate expression

Each strand has an objective for years 7, 8, 9 and Key Stage 4. These are shown in the Frameworks of Cross-Curricular objectives on pages 5 and 6. These objectives should be linked into departmental schemes of work. It continues to be part of the school's Literacy and Learning action plan for 2007/8 to help departments to integrate these objectives into existing schemes of work.

Each department is not expected to address every Literacy and Learning objective in each year. The responsibility for teaching the different strands should be shared among the subject areas. The table below illustrates how different departments may address different strands.

Literacy Skills	Subject areas
Learning through talk: Using talk to clarify and present ideas	Maths, science, ICT, history, geography, RE, citizenship, art, music, PE, D&T
Learning through talk: Active listening to understand	Maths, science, ICT, history, geography, RE, citizenship, art, music, PE, D&T
Learning through talk: Talking & thinking together	Maths, science, ICT, history, geography, RE, citizenship, art, music, PE, D&T
Learning from text: developing research & study skills	History, geography, D&T, music, art, ICT, citizenship
Learning from text: reading for meaning	RE, maths, MFL, history, science, ICT
Learning from text: understanding how texts work	History, MFL
Learning through writing: using writing as a tool for thought	All subjects
Learning through writing: structuring and organising writing	History, geography, MFL, RE, citizenship
Learning through writing: developing clear and appropriate expression	Geography, art, science, D&T, citizenship

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Literacy and Learning: Framework of cross-curricular objectives – Key Stage 3

It would be helpful if staff would indicate on schemes of work where they meet the objectives. An indication using the relevant code is acceptable (for example, 'Literacy & Learning: Learning through talk (SL1)')

The codes ('SL1', 'R1' etc) refer to objectives in the 'Framework for Teaching English' and the model is that suggested by the DfCFS

		Year 7	Year 8	Year 9
Learning through talk	<i>Use talk to clarify and present ideas</i>	SL1: Use talk as a tool for clarifying ideas	SL4: Provide an explanation or commentary which links words with actions or images	SL2: Use Standard English to explain, explore or justify an idea.
	<i>Active listening to understand</i>	SL6: Listen for and recall the main points of a talk, reading or television programme, reflecting on what has been heard to ask searching questions, make comments or challenge the views expressed.	SL7: Listen for a specific purpose, paying sustained attention and selecting for comment or question that which is relevant to the agreed focus.	SL7: Identify the underlying themes, implications or issues raised by a talk, reading or programme.
	<i>Talking and thinking together</i>	SL10: Identify and report the main points emerging from a discussion.	SL10: Use talk to question, hypothesise, speculate, evaluate, solve problems & develop thinking about complex issues and ideas.	SL9: Discuss and evaluate conflicting evidence to arrive at a considered viewpoint.
Learning from text	<i>Developing research and study skills</i>	R2: Use appropriate reading strategies to extract particular information.	R3: Make notes in different ways, choosing a form which suits the purpose.	R2: Synthesise information from a range of sources, shaping material to meet readers' needs.
	<i>Reading for meaning</i>	R8: Infer and deduce meanings using evidence in the text, identifying where and how meanings are implied.	R6: Recognise bias and objectivity, distinguishing facts from hypotheses, theories and opinions.	R7: Compare the presentation of ideas, values or emotions in related or contrasting texts.
	<i>Understanding how texts work</i>	R13: Identify, using appropriate terminology the way writers of non-fiction match language and organisation to their intentions.	R10: Analyse the overall structure of a text to identify how key ideas are developed.	R11: Analyse how an author's standpoint can affect meaning in non-literary texts.
Learning through writing	<i>Using writing as a tool for thought</i>	Wr3: Use writing to explore and develop ideas.	Wr3: Use writing for thinking and learning by recording ideas as they develop to aid reflection and problem solving.	Wr2: Record, develop and evaluate ideas through writing.
	<i>Structuring and organising writing</i>	Wr10: Organise texts in ways appropriate to their content.	S7: Develop different ways of linking paragraphs, using a range of strategies to improve cohesion and coherence.	Wr9: Integrate diverse information into a coherent & comprehensive account.
	<i>Developing clear and appropriate expression</i>	S8: Recognise the cues to start a new paragraph and use the first sentence effectively to orientate the reader.	Wr11: Explain complex ideas and information clearly e.g. <i>defining principles, explaining a scientific process.</i>	S3: Write with differing degrees of formality relating vocabulary and grammar to context.

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Literacy and Learning: Framework of cross-curricular objectives – Key Stage 4

It would be helpful if staff would indicate on schemes of work where they meet the objectives. An indication using the relevant code is acceptable (for example, 'Literacy & Learning: Learning through talk (SL1))

The codes ('SL1', 'R1' etc) refer to objectives in the 'Framework for Teaching English' and the model is that suggested by the DfCFS

Learning through talk	<i>Using talk to clarify and present ideas</i>	SL1: Communicate clearly, imaginatively (and with subject specific terminology), structuring & sustaining talk and adapting it to different situations, based on formality, using Standard English appropriately.
	<i>Active listening to understand</i>	SL2: Participate in discussion by both speaking and listening; evaluating, convincing, proving and explaining the nature and purposes of talk, reading or television programme.
	<i>Talking and thinking together</i>	SL3: Adopt roles or communicate with audiences, using a range of techniques.
Learning from text	<i>Developing research and study skills</i>	R1: Read with insight and engagement, making appropriate references to texts/ problems/ rules/ sources/ subject specific terminology or laws, developing and sustaining interpretations of them.
	<i>Reading for meaning</i>	R2: Distinguish between fact and opinion and evaluate how information is presented, where appropriate.
	<i>Understanding how texts work</i>	R3: Follow an argument / view from different sources, identifying strengths, weaknesses and differing viewpoints before offering solutions / alternatives where appropriate. R4: Understand and evaluate how writers use features such as; language, diagrams, bullet points, tables. Comment on ways language varies and changes dependent upon purpose and audience.
Learning through writing	<i>Using writing as a tool for thought</i>	Wr1: Communicate clearly, imaginatively, and in the appropriate style / tone, with subject terminology, synthesising and explaining information for different readers or purposes.
	<i>Structuring and organising writing</i>	Wr2: Organise ideas into sentences, paragraphs and whole texts.
	<i>Developing clear and appropriate expression</i>	Wr3: Use a range of sentence structures effectively (to match purpose and audience), with accurate punctuation and spelling.

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Literacy and Learning: School Action Plan 2006 – 2007

Target	Success Criteria	Action by school	Action by consultant	Timing & resources	Impact on learning
To review and update School policy for LaL for year 2007 -8	New policy produced and distributed	SGR to update and distribute policy			Staff aware of LaL strategies and methods & plan for use in teaching
To ask subject areas to review one action point for each Key Stage for developing LaL teaching and to implement for the year 2007/8	Subject medium term planning in every department incorporates an explicit LaL objective for KS3 and 4 linked to needs of learning within that subject	Key teachers to lead subject teams in identifying particular unit of work, the appropriate LaL objective and familiarise themselves with subject-specific guidance and plan for explicit LaL teaching.	Support lesson planning as requested via SGR	By end of Autumn half term '07	
Departments to deliver lessons with agreed specific LaL objectives	All depts actively addressing LaL in some aspect of KS3 and 4 teaching	At least one member of each subject area delivers lessons with Literacy focus	Meet with key teachers		Enhanced learning across subjects through clearer focus on LaL
To monitor and review actions taken	Evidence of enhanced learning across subjects through clearer focus on LaL	Support coaching style observations system if implemented in school	Consultant can be involved in monitoring, evaluation and training process as required	Spring '08	
To introduce ALAN qualifications in school (see School Improvement Plan document on page 8	Selected cohorts of students pass ALAN qualifications	See SIP page 8		Ongoing 07/08	Enhanced learning across subjects through more explicit focus on LaL skills
To review school policy for LaL as part of whole school focus on LaL and provide whole school training	Enhanced whole-school awareness & engagement with Literacy at the heart of learning expressed through a policy that is understood by all	Pupil and staff questionnaires SGR meet with key teachers to evaluate actions SGR to chair task group (key teachers and SMT rep?) Draw up policy and present (with support of SMT) to staff Whole school LaL training			

Action plan: September 2007

Jon Dolton, Literacy and Learning Consultant
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Literacy and Learning: School Improvement Plan document 2007 – 2008

Improving standards of literacy and numeracy

Aims:

- to help raise standards of literacy and numeracy across the curriculum and key stages
- to offer the Adult Literacy and Numeracy (ALAN) qualifications to learners
- to make more explicit and effective links with other whole school concerns such as Gifted & Talented and Inclusion

How we will raise standards of literacy and numeracy:

1. by attending Edexcel Training for ALAN qualifications and gaining school accreditation (**completed Summer '07**)
2. the Numeracy qualification will be trialled with year 10 group by Numeracy Coordinator (learners with predicted C/D grades at GCSE) (**completed Summer '07**)
3. the Literacy qualification will be trialled with year 10 group by the Literacy Coordinator (learners with predicted E/F grades at GCSE) (**completed Summer '07**)
4. by identifying Gifted & Talented learners in years 7 and 8 and asking them to trial both the Literacy and Numeracy qualifications in the Summer Term (**completed Summer '07**)
5. by evaluating the success of the trials and establishing appropriate cohorts of learners to take the qualifications in 2007 – 2008 (**completed Summer '07**)
6. by identifying aspects of the tests which need to be addressed more explicitly in curriculum time
7. by inviting (via the Gifted & Talented Coordinator) a cohort of learners in Key Stage 3 to take the ALAN qualification in 2007 – 2008; by including recognition of these achievements in the annual Awards Evening
8. by entering cohorts of learners in Key Stage 4 for the full ALAN qualifications (one cohort at the end of the Winter exam series, one at Easter and one at the end of the Summer exam series) as the Numeracy and Literacy Coordinators deem appropriate
9. by evaluating the impact of the ALAN qualifications through evaluating appropriate Key Stage 3 and 4 data
10. by providing relevant assistance and inset to departments where aspects of the literacy and Numeracy could be made more explicit and effective

Literacy and Learning: Guidelines for Marking Written Work

All departments in the school will be provided with a new copy of the guidelines below which have been in general use since 2001. The use of these marking guidelines will be reviewed each year. These guidelines will be made available to the students via the English department and, where appropriate, used by other departments to aid students' understanding of marking. These guidelines may be used by departments to ensure consistency in the marking of aspects of written work.



Guidelines for Marking Written Work



Whenever your work is marked in detail, your teachers will always be trying to help you improve. Look carefully at the symbols they have used and try to learn from your mistakes.

Freind	There is a spelling error.
// np	You should have begun a new paragraph.
?	Read this again. Does it make sense?
^	Something has been missed out.
Our ~~~~~	Have you got the right word?

If you have made spelling errors, write out the correct spelling three times at the bottom of your work. You should also make a note of the word at the back of your exercise book.

Literacy and Learning: Guidelines for Presenting Written Work

The diagram illustrates the layout of a piece of written work. It shows a page with a date in the top left corner, a title underlined with a ruler, and a list of guidelines. A horizontal line separates the first piece of work from a second piece of work. Callout boxes provide additional instructions: 'Full date in top left hand corner & underlined with a ruler' points to the date; 'Full title written clearly and neatly & underlined with a ruler' points to the title; 'Use joined up handwriting' points to the handwritten text in guideline 7; 'Rule off each piece of work' points to the horizontal line; and 'Start a new piece of work underneath' points to the new title.

Monday 10 September 2007

Guidelines for Written Work

Unless your teacher tells you otherwise:

1. use a good quality pen (blue or black)
2. write the date in full in the left hand corner of your page
3. write the full title of your work clearly and neatly
4. underline your heading and date using a ruler
5. rule off when you have finished a piece of work
6. begin your next piece of work underneath
7. *use joined up handwriting unless you are asked to print*
8. keep your book neat and tidy. Doodling and graffiti are forbidden

Tuesday 11 September 2007

New Title

Full date in top left hand corner & underlined with a ruler

Full title written clearly and neatly & underlined with a ruler

Use joined up handwriting

Rule off each piece of work

Start a new piece of work underneath

These guidelines are used by departments to ensure consistency in the layout of written work. All departments in the school are provided with updated copies of the above guidelines which have been in general use since September 2001. Additional copies may be obtained from SGR. The use of these guidelines will be reviewed during the year.

Literacy and Learning: A Literacy Top Ten – Developing Whole School Literacy

Almost all departments are already using many of the following strategies and those given in the Framework of Cross-curricular Objectives (pages 5 and 6). Use in other departments is being developed as appropriate. During 2007 – 2008 their use and the effectiveness of other strategies to improve literacy and learning will be audited and reviewed.

- 1 Develop **annotation strategies** for pupils (How to ... take notes, make bullet points etc.);
- 2 Encourage **more pair work** in the classroom - writing need not be a solitary activity;
- 3 Use **key words lists** for new topics etc. - display them (in the classroom, in pupil notebooks, on lists to parents etc.). Note that individual key words should not be presented with capital letters unless appropriate e.g. 'exhaust pipe' not 'Exhaust Pipe';
- 4 Encourage the development of **glossaries** - an extension of keywords (definitions as well as the words themselves);
- 5 Ensure that writing frames are never used as a 'death by worksheet' substitute, but **instead developed in collaboration** with pupils wherever appropriate;
- 6 Be explicit with pupils about **the linguistic features of any kind of writing** they do - ensure that teachers in all subjects know what these are (a guide to different text types and their features is available from SGR);
- 7 Use a **simple common marking policy** (perhaps no more than five symbols for pupils to get to know). Develop the practice of **marking for a specific linguistic purpose** (e.g. correct use of tense) in addition to subject specific content in each subject - but only when appropriate for that subject content;
- 8 Be conscious of the deliberate move to **helping pupils become better independent writers** and, as a result, better commentators on both their writing and the writing of others.

Literacy and Learning: Ideas about Literacy

<p>The literate school provides opportunities for pupils to improve their skills in speaking and listening, reading and writing across the curriculum and</p> <ul style="list-style-type: none"> ➤ provides opportunities for staff to become knowledgeable about Literacy and Learning; ➤ invites a governor to become involved ➤ creates a budget for staffing and resources; ➤ provides INSET for staff; ➤ encourages a staff structure of literacy co-ordinators in each subject; ➤ creates time for staff to annotate schemes of work for Literacy and Learning; ➤ provides opportunities for teachers to support each other; ➤ recognises progress 	<p>The literate classroom provides an environment in which pupils can learn not only subject content but how to learn read, write and speak about subject content by:</p> <ul style="list-style-type: none"> ➤ providing literacy supportive display that promotes pupils' learning and celebrates their achievements; ➤ providing readily accessible dictionaries; ➤ providing opportunities for discussion; ➤ considering resources that enhance literacy support, such as OHPs and IWB resources; ➤ providing reading materials that are supportive of and additional to schemes of work.
<p>Teaching literacy takes into account that pupils do not transfer knowledge about writing from one subject to another:</p> <ul style="list-style-type: none"> ➤ Subject teachers should teach the special skills of reading, writing, speaking and listening demanded by individual subjects. ➤ Each teacher should, where appropriate, draw attention to specific word, sentence and text level features of writing when teaching their subject. ➤ Specialist vocabulary (and the associated spelling rules) should be taught in specific subjects. ➤ Reading in subjects is best promoted by giving time to texts. ➤ The appropriate use of writing frames and other supporting structures promotes subject specific writing skills. ➤ Each teacher should, where appropriate, understand and integrate their department's chosen Literacy and Learning strands from the cross-curricular objectives into existing and new schemes of work 	<p>Teachers aware of literacy continue to ask questions about literacy support through all areas of learning:</p> <ul style="list-style-type: none"> ➤ Do all pupils come to lessons properly equipped? The pupil planner contains a list of basic equipment – do we need to heighten our observance of this aspect of school provision? ➤ Should we have whole school policies on the layout of written work and the condition of exercise books? ➤ How do we ensure that pupils have a planner and how do we ensure that they use them? ➤ How do we create and monitor literacy targets for all pupils? ➤ How do we ensure that pupils and parents realise that we see Literacy and Learning across the curriculum as a key to raising standards across the school? ➤ Can we use literacy awareness to improve the achievement of boys?

S. Gray
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September 2007