



LITERACY POLICY

All schools must have a working literacy policy and all classroom staff need to implement it. At Aspire North East Multi Academy Trust the English Departments at each Academy drive literacy but it is the collective responsibility of all staff, in all curriculum areas to ensure literacy is constantly addressed in order to promote improved standards. Literacy encompasses reading, writing, vocabulary, the spoken language and handwriting. All staff and students should refer to the SMART STUDENT apps for improving literacy.

Speaking and listening: All classroom staff must:

- Lead by example, ensuring they use Standard English at all times.
- Correct pupils when slang or incorrect English is used, in inappropriate contexts, constantly reinforcing the need for correct English in the classroom.
- Encourage diversity of speaking styles and encourage pupils to justify ideas with reasons; ask questions to check understanding; develop vocabulary and build knowledge; negotiate; evaluate and build on the ideas of others.
- Encourage pupils to correct their own speech when errors are drawn attention to.
- Afford opportunities for talk in a range of contexts and forms: whole class, group and paired discussion; individual extended contribution; and role play.
- Opportunities should be planned to help pupils develop their understanding through speculating, hypothesising and exploring ideas.
- Promote high levels of oracy by providing students with sentence stems, where appropriate, to aid all forms of student talk.
- Plan for, teach and assess speaking and listening using speaking and listening end points (see Appendix 3).
- Use the *SLANT* procedure to ensure that pupils are actively listening to the teacher and each other.

Reading and writing:

Writing: All classroom staff must:

- Insist on high standards of presentation. Use the PROUD guidelines.
- Insist upon proof reading.
- Take opportunities to promote extended writing and provide writing frames/prompts/structures, etc. to aid extended writing, for those who need them but also encouraging independent scaffolding for most able.
- Model every stage of the writing process through both live and pre-prepared models so that writing instruction is clear and explicit.
- Provide students with opportunities for planning and re-drafting writing, when appropriate, and especially when completing extending writing.
- Actively promote punctuation, spelling and grammatical rules and encourage the use of proof reading and dictionary work.

- Take every opportunity to expand vocabulary and range of expression. This includes using the Frayer model to teach Tier 2 vocabulary and the PUSH model to teach Tier 3 subject specific vocabulary (see Appendix 2).
- Plan for, teach and use ambitious vocabulary in lessons. Ambitious vocabulary is identified in schemes of learning and modelled in lessons.
- Encourage variety of sentence construction and length.
- Insist on answers being written in complete sentences, not one word answers or answers beginning with “because”.
- Insist on adapting writing to match purpose and audience.
- Use writing end points when planning for, teaching and assessing extended writing (see Appendix 4).

Reading: All classroom staff must:

- Provide opportunities for reading aloud as a class, in groups and as an individual in order to encourage reading fluency and accuracy
- Encourage reading around the subject.
- Using de-coding strategies to understand and interpret words, including the use of the Trust wide Smart Reading template to ensure students understand what they have read before applying this knowledge to a subject specific task.
- Set reading and research class work and/or homework (work sheet/book/newspaper/ screen, etc.)
- Promote the skills of scanning, skimming and close reading strategies.
- Develop pupils’ ability to locate and retrieve information; to select and interpret information; to collate supporting details within a text; to collate material from a variety of texts, including different types of text.
- Tailor lessons to support pupil information from the NGRT targets and student reading data recorded in SIMs. This information should be used to inform the planning and teaching of reading within the lesson.
- Take any opportunity to promote the enjoyment of reading.
- Use reading end points when planning for, teaching and assessing reading (see Appendix 4).

Marking for literacy: All classroom staff must:

- Follow the MAT marking policy when assessing pupils’ work. Marking for literacy is not just about correcting spelling, punctuation and grammar, it is about addressing characteristics of expression and communication. This principle should be made explicit to pupils. (Example, an effective historian explains clearly and effectively and an argument is succinctly explored)
- Underline mistakes and place appropriate symbols in the margin. If no margin available, symbols can be placed next to the error. (Note: it is not policy to indicate every single mistake in pupils’ work. This is at the discretion of the teacher, especially when marking work of pupils who have low literacy levels in all areas of spelling, punctuation and grammar. Specific areas can be targeted in different assessments, with pupils being told beforehand what the key literacy focus will be in that particular assessment piece. For example, focus on a key paragraph or indicate that spelling will be a focus for that piece of work) (Appendix 1)
- When addressing spelling errors, use spelling strategies to support pupil learning such as comparison to another word (flower/power), use word patterns(explosion/erosion), remind pupils about letter orders or using prefixes and suffixes accurately and the understanding of root words.
- Provide opportunities for pupils to correct their own work in green pen, thus learning from their own mistakes. (***Teachers may correct work for pupils if the situation warrants it.***)
- Provide students with opportunities to use literacy marking codes, in the peer and self-assessment of their own work.
- Include a subject specific literacy target in all summative assessments, a target which has a tight focus and not a vague: “Must improve spelling”.

- Ensure their own written feedback is free of literacy errors.

All departments must have the following in place:

- Evidence of the assessment of literacy in exercise books
- A literacy developmental plan in medium and long term schemes of work
- The SMART STUDENTS posters clearly displayed and addressed throughout lessons.
- A means of monitoring that the marking policy is firmly entrenched in their curriculum area.
- A means of ensuring all worksheets, posters and letters home are without literacy errors.
- A Frayer model poster that is displayed in every classroom or PPT and is used to teach Tier 2 vocabulary.

Further development

- The MAT is committed to developing whole school literacy through its CPD programme.
- Whole staff inset and individual and group training is an integral part of our staff development programme and it is an expectation that all staff attend named sessions.

Last review date: 21.06.23

Person Responsible: Assistant Head: Key Stage 3 (Southmoor Academy)
Director of English & Literacy (Sandhill View Academy)

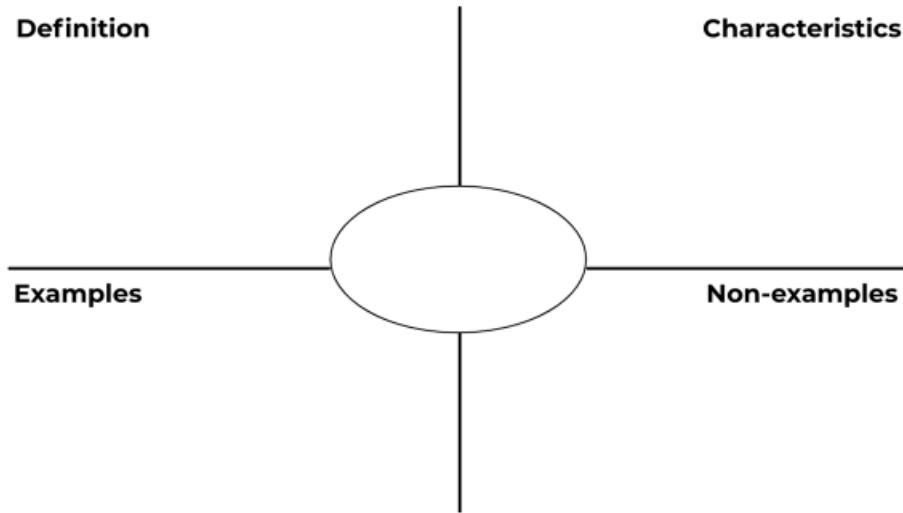
Appendix 1 – Literacy codes

Teachers must mark in red and pupils in green	
Indicate to the pupils what the focus for the marking is: spelling/ punctuation or grammar	
✓	Correct Good Idea Good use of language
sp	In correct spelling / circle or underline where the error has taken place Write the correct spelling with sp x3 in the margin for the student to correct in green pen OR indicate pupil should use a dictionary
p	Punctuation error. Underline where the error has taken place
//	A new paragraph is needed
exp	Expression is unclear
dev	Provide an example / the point needs developing further
CL	Capital letter error: circle the omission

Appendix 2 -Frayer and PUSH model

Ambitious Vocabulary

The Frayer Model:



Content

PUSH:

- PUSH**
- Pronounce it
- Use it
- Spell it
- Hear it

Definition:



Appendix 3 - Speaking and Listening end points

Speaking and Listening end points			
Year Group	Basic (Lower Ability End Points)	Clear (Middle Ability End Points)	Detailed (Higher Ability End Points)
7	<p>Is audible.</p> <p>Sometimes uses spoken Standard English including answering questions mostly in complete sentences.</p> <p>Can speak using examples to support their ideas and begins to use gesture.</p> <p>Begins to demonstrate listening skills by paraphrasing what they have heard.</p>	<p>Is audible and begins to speak clearly.</p> <p>Often uses spoken Standard English including answering questions in complete sentences.</p> <p>Can begins to speak engagingly using expression and gesture.</p> <p>Can demonstrate listening skills by paraphrasing what they have heard and begins to summarise.</p>	<p>Is audible and speaks clearly.</p> <p>Uses spoken Standard English in a range of contexts appropriately including responding to questions in complete sentences.</p> <p>Can speak engagingly by using tone, expression and gesture.</p> <p>Can demonstrate listening skills by summarising or paraphrasing what they have heard and begins to ask open questions.</p>
8	<p>Is audible and begins to speak clearly.</p> <p>Often uses spoken Standard English including answering questions in complete sentences.</p> <p>Can begins to speak engagingly using expression and gesture.</p> <p>Can demonstrate listening skills by paraphrasing what they have heard and begins to summarise.</p>	<p>Is audible and speaks clearly.</p> <p>Uses spoken Standard English in a range of contexts appropriately including responding to questions in complete sentences.</p> <p>Can speak engagingly by using tone, expression and gesture.</p> <p>Can demonstrate listening skills by summarising or paraphrasing what they have heard and begins to ask open questions.</p>	<p>Is audible and speaks clearly building confidence.</p> <p>Uses spoken Standard English in a range of contexts appropriately including responding to questions in complete sentences.</p> <p>Can speak adaptively by changing language, tone and expression depending on the response of listeners.</p> <p>Can demonstrate listening skills through asking open questions to deepen understanding.</p>
9	<p>Is audible and speaks clearly.</p> <p>Uses spoken Standard English in a range of contexts appropriately including responding to questions in complete sentences.</p> <p>Can speak engagingly by using tone, expression and gesture.</p> <p>Can demonstrate listening skills by summarising or paraphrasing what they have heard.</p>	<p>Is audible and speaks clearly building confidence.</p> <p>Uses spoken Standard English in a range of contexts appropriately including responding to questions in complete sentences.</p> <p>Can speak adaptively by changing my language, tone and/or expression depending on the response of listeners.</p> <p>Can demonstrate listening skills through asking open questions to deepen understanding.</p>	<p>Is audible and speaks clearly with confidence.</p> <p>Uses spoken Standard English in a range of contexts appropriately including responding to questions in complete sentences.</p> <p>Can speak adaptively by anticipating the listener's response.</p> <p>Can demonstrate listening critically, comparing different responses and perspectives.</p>
10	<p>Is audible and speaks clearly.</p> <p>Uses spoken Standard English in a way that is sometimes suited to the setting, audience and purpose.</p> <p>Begins to express simple ideas/information/feelings.</p> <p>Begins to attempt to organise a presentation which attempts to meet the needs of the audience.</p> <p>Listens to questions/feedback and provides a simple response.</p>	<p>Is audible and attempts to speak clearly to engage the audience.</p> <p>Uses Spoken Standard English with some success in a way that is generally suited to the setting, audience and purpose.</p> <p>Can expresses straightforward ideas / information / feelings.</p> <p>Makes an attempt to organise and structure a presentation.</p> <p>Makes an attempt to meet the needs of the audience.</p> <p>Listens to questions/feedback and provides an appropriate response in a straight forward manner.</p>	<p>Is audible and speaks clearly with some confidence to engage the audience.</p> <p>Uses Spoken Standard English accurately and effectively in a way that is clearly suited to the setting, audience and purpose.</p> <p>Expresses challenging ideas / information / feelings using a range of vocabulary.</p> <p>Can organise and structure a presentation clearly and appropriately to meet the needs of the audience.</p> <p>Can achieve the purpose of the presentation.</p> <p>Listens to questions/ feedback, and responds in some detail.</p>
11	<p>Is audible and attempts to speak clearly to engage the audience.</p> <p>Can use Spoken Standard English with some success in a way that is generally suited to the setting, audience and purpose.</p> <p>Can expresses straightforward ideas / information / feelings.</p> <p>Makes an attempt to organise and structure a presentation.</p> <p>Makes an attempt to meet the needs of the audience.</p> <p>Listens to questions/feedback and provides an appropriate response in a straight forward manner.</p>	<p>Is audible and speaks clearly with some confidence to engage the audience.</p> <p>Uses Spoken Standard English accurately and effectively in a way that is clearly suited to the setting, audience and purpose.</p> <p>Expresses challenging ideas / information / feelings using a range of vocabulary.</p> <p>Can organise and structure a presentation clearly and appropriately to meet the needs of the audience.</p> <p>Can achieve the purpose of the presentation.</p> <p>Listens to questions/ feedback, and responds in some detail.</p>	<p>Is audible and speaks clearly and confidently to engage the audience.</p> <p>Uses Spoken Standard English accurately and effectively in a way that is impressively suited to setting, audience and purpose.</p> <p>Expresses sophisticated ideas / information / feelings using a sophisticated repertoire of vocabulary.</p> <p>Can organise and structure a presentation using an effective range of strategies to engage the audience.</p> <p>Can achieve the purpose of the presentation.</p> <p>Listens to questions/ feedback, responds perceptively and if appropriate elaborates with further ideas and information.</p>

Appendix 4 – Reading and Writing end points

Curriculum Area: Literacy across the curriculum			
Year Group	Basic (Lower Ability End Points)	Clear (Middle Ability End Points)	Detailed (Higher Ability End Points)
7	<p>Reading: Can identify explicit information and ideas with basic interpretation. Can select basic evidence from different texts with some synthesis. Can make basic evaluative comments.</p> <p>Writing: Produces some writing. Attempts to use simple sentences. Uses basic vocabulary. Attempts to use full stops and capital letters correctly. Spells some simple words correctly. Attempts to use standard English. Basic understanding of form, audience and purpose.</p>	<p>Reading: Can identify and interpret explicit and some implicit information and ideas. Can select and synthesise some evidence from different texts. Can make some evaluative comments. Shows some understanding of writer’s viewpoint.</p> <p>Writing: Attempts to use paragraphs. Produces some structured writing. Some use of a range of sentence types. Uses some ambitious vocabulary. Uses capital letters and full stops correctly and attempts to use question marks, exclamation marks and commas. Spells some ambitious words correctly. Uses standard English. Shows some understanding of form, audience and purpose.</p>	<p>Reading: Can identify and interpret explicit and implicit information and ideas. Can select and synthesise evidence from different texts. Can make clear evaluative comments.</p> <p>Writing: Clear use of paragraphs. Produces clearly structured writing. Clear use of a range of sentence types. Clear use of ambitious vocabulary. Uses a range of punctuation accurately. Spells most words accurately. Uses standard English accurately. Shows a clear understanding of form, audience and purpose.</p>
8	<p>Reading: Can identify and interpret explicit and some implicit information and ideas. Can select and synthesise some evidence from different texts. Can make some evaluative comments.</p> <p>Writing: Attempts to use paragraphs. Some use of a range of sentence types, sometimes inaccurately. Uses capital letters and full stops correctly and attempts to use question marks, exclamation marks and commas. Spells some words correctly. Uses some standard English. Shows some understanding of form, audience and purpose.</p>	<p>Reading: Can identify and interpret explicit and implicit information and ideas. Can select and synthesise evidence from different texts. Can make clear evaluative comments.</p> <p>Writing: Clear use of paragraphs. Produces clearly structured writing. Clear use of a range of sentence types. Clear use of ambitious vocabulary. Uses a range of punctuation accurately. Spells most words accurately. Uses standard English accurately. Shows a clear understanding of form, audience and purpose.</p>	<p>Reading: Can identify and interpret in explicit and implicit information and develop ideas. Can select and synthesise evidence from different texts in detail. Can make developed evaluative comments.</p> <p>Writing: Structures writing using a range of discourse markers. Links paragraphs and sentences. Uses a full range of sentence forms with accuracy. Developed use of ambitious vocabulary. Uses a full range of punctuation accurately to create effects. Spells most words accurately including some ambitious vocabulary. Uses standard English accurately. Shows a developed understanding of form, audience and purpose.</p>
9	<p>Reading: Can identify and interpret explicit and implicit information and ideas. Can select and synthesise evidence from different texts. Can make some supported evaluative comments.</p> <p>Writing: Some use of paragraphs. Some accurate use of a range of sentence types. Uses ambitious vocabulary at times. Uses capital letters and full stops correctly and attempts to use other forms of punctuation. Spells simple words correctly. Attempts to use standard English with limited control of agreement. Shows an awareness of form, audience and purpose.</p>	<p>Reading: Can identify and interpret in detail explicit and implicit information and ideas. Can select and synthesise evidence from different texts in detail. Makes clear evaluative comments.</p> <p>Writing: Structures writing using a range of discourse markers. Links paragraphs and sentences. Uses a full range of sentence forms with accuracy. Developed use of ambitious vocabulary. Uses a full range of punctuation accurately to create effects. Spells most words accurately including some ambitious vocabulary. Uses standard English accurately. Shows a developed understanding of form, audience and purpose.</p>	<p>Reading: Can identify and interpret in detail explicit and implicit information and ideas. Can select and synthesise evidence from different texts in detail. Makes developed evaluative comments. Shows developed understanding of writer’s viewpoint and can make clear comparisons.</p> <p>Writing: Produces writing that is consciously crafted for purpose and effect. Uses a full range of sentence forms with accuracy. Uses ambitious vocabulary and punctuation accurately. Spelling and grammar are accurate; mistakes are rare. Shows a detailed understanding of form, audience and purpose.</p>

Curriculum Area: Literacy across the curriculum

Year Group	Basic (Lower Ability End Points)	Clear (Middle Ability End Points)	Detailed (Higher Ability End Points)
10	<p>Reading: Can identify and interpret in detail explicit and implicit information and ideas. Can select and synthesise evidence from different texts in detail. Makes some evaluative comments.</p> <p>Writing: Basic awareness of register, audience and purpose. Basic vocabulary and use of linguistic devices. Evidence of basic structural features. One or two relevant ideas, simply linked. Random paragraph structure. Some use of sentence demarcation. Basic use of punctuation. Basic range of sentences forms. Occasional use of Standard English with limited control of agreement. Accurate basic spelling.</p>	<p>Reading: Can identify and interpret in detail explicit and implicit information and ideas. Can select and synthesise evidence from different texts in detail. Makes clear and relevant evaluative comments.</p> <p>Writing: Some sustained attempt to match register to audience and purpose. Some conscious use of vocabulary and linguistic devices. Some use of structural features. Increasing variety of linked and relevant ideas. Clear use of paragraphs and discourse markers. Sentence demarcation is mostly secure and accurate. Some control of a range of punctuation. Attempts a range of sentences forms. Uses Standard English with some control of agreement. Some accurate spelling of more complex words.</p>	<p>Reading: Can identify and interpret in detail explicit and implicit information and ideas. Can select and synthesise evidence from different texts in detail. Makes detailed and perceptive evaluative comments.</p> <p>Writing: Register is consistently matched to audience and purpose. Increasingly sophisticated vocabulary chosen for effect with a range of successful linguistic devices. Effective use of structural features. Writing is engaging with a range of clear, connected ideas. Coherent paragraphs and integrated discourse markers. Sentence demarcation is secure and accurate. Wide range of punctuation used with success. Variety of sentences forms used for effect. Uses Standard English appropriately. Accurate spelling of more complex words.</p>
11	<p>Reading: Can identify and interpret in detail explicit and implicit information and ideas. Can select and synthesise evidence from different texts in detail. Makes clear and relevant evaluative comments.</p> <p>Writing: Some sustained attempt to match register to audience and purpose. Some conscious use of vocabulary and linguistic devices. Some use of structural features. Increasing variety of linked and relevant ideas. Some use of paragraphs and discourse markers. Sentence demarcation is mostly secure and accurate. Some control of a range of punctuation. Attempts a range of sentences forms. Uses Standard English with some control of agreement. Some accurate spelling of more complex words.</p>	<p>Reading: Can identify and interpret in detail explicit and implicit information and ideas. Can select and synthesise evidence from different texts with perception. Makes detailed and perceptive evaluative comments.</p> <p>Writing: Register is consistently matched to audience and purpose. Increasingly sophisticated vocabulary chosen for effect with a range of successful linguistic devices. Effective use of structural features. Writing is engaging with a range of clear, connected ideas. Coherent paragraphs and integrated discourse markers. Sentence demarcation is secure and accurate. Wide range of punctuation is used with success. Variety of sentences forms used for effect. Uses Standard English appropriately. Accurate spelling of more complex words.</p>	<p>Reading: Can identify and interpret in detail explicit and implicit information and ideas. Can select evidence judiciously and shows perceptive and accurate synthesis of different texts. Evaluates critically and with perception.</p> <p>Writing: Register is convincing and compelling for the audience and assuredly matched to purpose. Extensive and ambitious vocabulary with sustained crafting of linguistic devices. Varied and creative use of structural features. Writing is compelling, has flair and includes a range of convincing and complex ideas. Fluently linked paragraphs with seamlessly integrated discourse markers. Sentence demarcation is consistently secure and accurate. Wide range of punctuation is used with a high level of accuracy. Full range of sentences forms used for effect. Uses Standard English consistently with secure control of complex grammatical structures. High level of accuracy in spelling including ambitious vocabulary.</p>