



Enfield County School

Literacy Policy

January 2017

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Contents

Literacy Policy	3
Introduction	3
Statement of Principles	3
Guidelines to support the Statement of Principles	3
Reading	3
Writing and Spelling	4
Speaking and Listening	5
Intervention Programmes	5
Continuing Professional Development	5
Framework for Monitoring and Evaluating the Literacy Policy	5



Literacy Policy

Introduction

To be literate is the first step to successful learning and is therefore at the heart of the drive to raise standards. Literacy unites the important skills of reading and writing, speaking and listening. Language is used by young people to think, to explore and to communicate their ideas in order to develop their potential throughout their lives and to make their contribution to society.

Statement of Principles

At Enfield County School we believe that improving literacy standards is fundamental to raising student self-esteem, confidence and achievement and we are committed to ensuring that all students use the opportunities available in order to achieve beyond expectations. The school will actively pursue its literacy policy by:

- Improving the school's management of literacy through target setting linked to systematic planning, monitoring and evaluation
- Establishing the importance of literacy across the curriculum by providing advice, training and support to teachers in all subject areas
- Giving opportunities for students to develop their literacy skills both in and outside the classroom
- Reviewing all aspects of teaching and learning to ensure that it is accessible and challenging for all students
- Promoting and developing the use of the Learning Resource Centres on both sites
- Monitoring the progress of individual students and implementing intervention programmes as necessary
- Developing Enfield County as a reading community

Guidelines to support the Statement of Principles

Reading

Students learn to read with understanding, to locate and use information, to follow a process or argument, to summarise, to synthesise and to analyse what they have read. We encourage reading in many forms, in textbooks, reports and publications from a variety of organisations, descriptive and personal accounts, encyclopaedias and reference books, fiction and poems, information on Firefly, newspapers and magazines and the Internet.



We do this by:

- Continuing the process of learning to read from the primary school, encouraging students to read with increasing confidence and independence
- Debates happen regularly at lunchtime, helping students to engage and to explore challenging social issues
- Developing an understanding of key words through the use of word box activities and display of key words in the classroom
- Developing questioning techniques that encourage greater understanding of texts
- Setting reading for homework
- Encouraging reading for pleasure by giving open access to the LRC before and after school
- Silent reading sessions during form times

Writing and Spelling

Students learn to write appropriately and accurately for a variety of different purposes and audiences as required by the demands of the subject. We do this by:

- Encouraging students to structure their writing correctly, using simple and complex sentences, paragraphs and a range of punctuation
- Using strategies to encourage extended writing e.g. using connectives and sentence starters
- Giving opportunities for students to draft, edit and redraft their writing
- Encouraging students to use different strategies for remembering spellings such as learning spelling rules, mnemonics, homophones
- Correcting spelling mistakes as close as possible to the misspelt word
- Encouraging students to use computer tools to improve spellings and language use, such as spell check and thesaurus
- Giving key word spellings for homework and maintaining awareness of a student's own preference for learning to spell e.g. chunking
- Encouraging students to write out some of their spelling mistakes
- Encouraging cursive writing
- Making bilingual dictionaries available
- Ensuring students in Key Stage 4 are prepared for VSPAG (Vocabulary, spelling, punctuation and grammar) for appropriate examinations.



Speaking and Listening

Students are encouraged to be articulate. Furthermore, students are encouraged to listen to other students' oral contributions in order to respond constructively and build upon their own ideas and thoughts:

- Providing opportunities for purposeful talk and attentive listening through Personal Learning and Thinking Skills (PLTS), debates, role play, hot seating and questioning
- Giving opportunities to present a report of an investigation or activity to the rest of the class
- Helping students to develop an awareness of audience and to respond positively to one another through speech
- Encouraging students to present to the school community in assemblies

Intervention Programmes

- Ensure students with specific literacy needs are supported

Continuing Professional Development

- Opportunities to promote literacy initiatives are provided in our Teaching and Learning Communities and by INSET sessions

Framework for Monitoring and Evaluating the Literacy Policy

- A student's reading age is tested at the beginning of Key Stage 3 and re-tested at the end of each year
- All students' progress is regularly monitored by the English Department
- Analysis of KS2 and KS3 teacher assessments and GCSE examination results
- This policy is reviewed biennially.