



HOBART HIGH SCHOOL

Literacy Policy

Approved by Governors on:	12 June 2019
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Literacy Policy

Aim

Literacy is central to the curriculum at Hobart. Students need to demonstrate a range of communication skills, including confident formal speaking and accurate written English by the time they leave us. To support this aim, we use the following categories to guide teachers and support staff in delivering effective literacy provision:

Reading

- All reading is valuable. We want our pupils to enjoy their reading. We encourage students to read interesting, challenging stories and articles online (including blogs and social media) and in print (including newspapers, magazines, novels, leaflets and diaries.)
- In English, all students study texts from the 19th, 20th and 21st centuries.
- We encourage all students to read widely and often. Students are expected to develop an understanding and appreciation of a wide range of fiction and non-fiction. We therefore encourage all students to make regular use of our well-stocked library. All subject areas encourage wider reading on topics, using library resources.
- The school librarian frequently updates displays and recommendations, including the latest publications. The library also provides regular reading challenges and competitions designed to motivate students to read widely and often.
- The English Department and school librarian offer author visits, theatre trips, book clubs and other reading activities linked to national initiatives such as World Book Day.
- The SEN and English departments work with student leaders to deliver the KS3 Reading Challenge to support weaker readers in the Summer term.
- All staff teaching staff openly discuss reading with students. School displays aim to support this policy.
- Students are expected to have a reading book with them at all times. Forms are expected to have silent reading mornings at least once per week.
- The English Department provides KS3 forms with book boxes to support independent reading. Pupils are expected to update their reading journals in the Literacy Booklet weekly.
- The Student Literacy Booklet includes recommended reading lists for each year group, compiled by the librarian and teaching staff.

Writing & SPaG

- Students are encouraged to write in full sentences across all subjects wherever possible.
- Student work is marked for spelling, punctuation and grammar (SPaG) across all subjects, using the marking codes found in the Literacy Booklet. Opportunities for students to correct their SPaG are provided in DNA marking (the school's marking policy).
- Creative Writing: Across all subjects, students are expected to PLAN their responses using strategies such as bullets or spider diagrams.
- In English, students learn the following approaches for writing, which are reinforced across all subject areas: stories, detailed descriptions, diary entries, letters, website articles and blogs.
- In English, students are taught the following purposes for writing, which are reinforced across all subject areas: argue, persuade, inform, explain, describe.

Analysis of texts

- When analysing texts, students are expected to use PALL to reflect upon the purpose, audience, language and layout.
- Students use PETER (Point, Evidence, Technique, Effect on reader, Relate to context) or SPITE (Statement, Proof, Inference, Technique, Effect) paragraphs to analyse texts effectively

Subject Key Words

- Key words are provided for all subjects in the Student Literacy Booklet. Students are encouraged to learn the spellings and definitions of all subject key words.
- Space is provided in the booklet for students to complete Look, Say, Cover, Write, Check on any unfamiliar key words.

Spoken Language

- Students are encouraged to contribute verbally in lessons across all subjects, using Standard English and subject-specific key words.
- Opportunities are provided for presentations, speeches, debates and question/answer sessions.
- Students are encouraged to respond to peer and teacher questioning using detailed reasoning and evidence to support their theories.
- Students are encouraged not to rely on scripts to deliver effective presentations or answer questions.
- Students complete yearly Spoken Language assessments in English lessons to prepare for official recorded GCSE presentations.

SEN Support

- In collaboration with the SEN department, key stage three students' reading and spelling levels are assessed annually.
- Specialist intervention is delivered by the SEN department for students with below average reading and spelling ages. These interventions include: Lexia, Morning Reading in the Library, Sound Discovery and Catch-Up Literacy.
- Teachers are encouraged to make their lessons as 'dyslexia-friendly' as possible. Training and guidance is given by the SEN Department and by specialist teachers on how to achieve this.