



Sackville School Literacy Policy

Reviewed by: Peter Cowlin **Date adopted:** September 2025
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LITERACY POLICY

Sackville School is committed to the promotion and delivery of literacy across the whole curriculum. We recognise that students should be taught across the school to express themselves correctly and appropriately, to be able to read accurately and with understanding and to recognise and to use Standard English.

Literacy must be embraced by the whole school, with each member of staff making a contribution towards a common goal.

1. What is Literacy?

“Literacy can be defined on a number of levels. It is obviously concerned with the ability to read and write but a fuller definition might be the capacity to recognise, reproduce and manipulate the conventions of text shared by a given community. It is an aspect of our communicative abilities. It cannot be separated entirely from oracy, on which it builds, and it is an essential part of the learning process.”

(John Hertrich in the HMI Secondary Literacy Survey)

2. Principles of Literacy and Learning

Sackville believes that:

- The development of literacy skills is a basic human right – an entitlement for all students and therefore the responsibility of all teachers, in partnership with parents, Boards of Governors, ELBs (Education and Library Boards) and other support agencies
- All staff share responsibility for student literacy
- Our understanding of literacy incorporates talking, listening, reading and writing. These elements of language are interdependent and integral to all learning
- Literacy skills enable all students to have full access to every part of the curriculum, and therefore to reach their full potential
- Literacy is fundamental to personal and social development and to life long learning.
- It is important that, on leaving school, students are well equipped to function as effective members of society
- All elements of the literacy key skills should be reflected across the curriculum
- Literacy in every parental tongue is to be valued
- The Literacy Policy will reflect the needs of every student and will build on the strengths of existing practices and procedures

3. The aims of the Literacy Policy are to ensure that:

- Literacy skills are taught consistently and systematically across the curriculum
- All staff are working towards a common assessment policy
- Attention to spelling, punctuation and grammar is the responsibility of every teacher

- Students are made aware of the purpose of their writing and oral tasks. They are encouraged to think of the audience they address when completing these tasks
- In **writing**, students will be taught to use correct spelling and punctuation and to follow grammatical conventions. They will also be taught to organise their writing in logical and coherent forms, communicating content and meaning clearly
- In **speaking**, students are taught to use language precisely and cogently
- Students are taught to **listen** to others and to respond and to build on their ideas and views constructively
- In **reading**, students are taught strategies to help them read with understanding, to locate and utilise information, to follow process or argument and summarise, and to synthesise and adapt what they learn from their reading

4. Procedures to support Literacy and Learning

- All staff are responsible for the teaching of Literacy Key Skills within the context of their subject
- Key skills and focus should be evident in:
 - i. Teaching
 - ii. Schemes of Work
 - iii. Homework
 - iv. Team Development Plans
- All teachers should have high levels of oral literacy and model good speaking and listening skills
- Monitoring and evaluating of the procedures will be through:
 - i. Learning walks
 - ii. Middle Leader monitoring
 - iii. Curriculum Team Leaders work scrutiny

Subject Teachers/Support Staff should:

- Identify **key words** and ensure that these are displayed in and around the subject area, including classrooms and inside exercise books and/or a Literacy Vocabulary Booklet
- These words should be referred to regularly and updated and revised on a rolling programme and be included in lesson plans and displayed on the board
- Display modelled introductions/ conclusions to essays/ stories where appropriate
- Encourage students to learn by heart the meanings, spellings and usage of a given number of words on a regular basis
- Ensure that departments guide students towards a greater **awareness of an audience** when producing written work and / or oral work
- Encourage the display of examples of students' work in the classroom as well as in and around the subject area
- Be fully aware of students both on *SEND* and *EAL* registers and especially those students whose first language is not English, when preparing work and displays
- All staff should mark for spelling, punctuation, grammar and paragraphing in written work using the agreed literacy codes. This ensures a consistent approach.
- All staff to check that students have corrected spelling errors in green pen.

Curriculum Team Leaders should:

- Ensure that the delivery of the subject teacher within their Department is adhering to the guidelines as set out above under subject teacher/support staff

Form Tutors should:

- Ensure that there is a time in tutor periods and Learning 4 Life sessions devoted to discussion of current affairs and newspapers. Students should be encouraged to bring in newspapers and listen to the news
- Regularly reinforce subject specific 'Key Words' and their meanings, through the playing of word games and quizzes
- Fulfil the expectations of the Reading Strategy in relation to guided reading.

Students with particular literacy needs

All students will benefit from a coherent and comprehensive approach; however some groups require specific attention and support. These include: very able students, those with learning difficulties and students for whom English is an additional language.

These students' needs are identified and assessed through:

- transition materials and data from primary schools
- KS2 results
- National Curriculum EAL Levels
- KS3 results
- Bi-annual reading and spelling tests conducted by SEND Dept.
- Student Progress and Provision Plan, using strategies identified.

Appropriate support is provided from Learning Support Assistants and access to additional activities tailored to the students' needs.

When marking the work of a student with special needs, regard should be given to the literacy requirements of that student.

Details of literacy difficulties can be found on a student's profile along with current reading and spelling scores. When correcting spelling care should be taken to correct only a selection of high frequency vocabulary. Care should be taken not to overwhelm the student with corrections but to make it a learning experience.

All documents, handouts, and examples used to promote and support literacy throughout the whole school are on the staff drive.