CAMS HILL SCHOOL LITERACY ACROSS THE CURRICULUM POLICY



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Non-Statutory

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Literacy Across the Curriculum Policy – Expectations for Staff

Teacher's Standards:

Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.

The Literacy Policy is a **whole school** policy that applies not only to pupils but to all departments and all staff. It is a collective responsibility to have high expectations of literacy for pupils and staff – sub-standard work will be given back to pupils to correct and hand in again.

High levels of accuracy for spelling, punctuation and grammar (SPaG) have always been an expectation in the Teacher's Standards but due to recent changes with the National Curriculum and examination boards, it is even more relevant to all subjects because of SPaG marks available on the GCSE mark schemes. Pupils can gain at least four extra marks in subjects like Maths for using full stops and capital letters correctly, not to mention significantly higher marks in high literacy subjects like English and RS. It is our responsibility to ensure all pupils are adhering to the simple Common Errors mantra.

Beyond GCSE exams, it is also our responsibility as educators to allow pupils to leave school with a decent standard of literacy for further education and their working life.

In order to maintain high standards of literacy across the school we must:

- Give the pupils time to proofread and correct their literacy in your lessons. Pupils should refer to 'Common Errors' posters if they are unsure.
- Use the Literacy PPT slide as a reminder for pupils to take pride in their own work and make the relevant corrections.
- Only mark the first two paragraphs in details.
- Correct spellings once and then let pupils make the other corrections. Refer to your key words displays in your classrooms and sue the class dictionaries available in your subject offices.
- When marking, use the symbols:

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Sp – spelling
C – capital letter
P – punctuation
Gr – grammar
// - new paragraph
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Build time into your starters for pupils to make corrections in their marked work. Let pupils use the Purple
Pen of Progress fir DIRT time (Dedicated Improvement Reflection Time) which will allow you to see where
they have made progress. Whole class marking allows you to identify areas of weakness and to address
them through re-teaching or sharing a success criteria.

• Take photos of good work and share for peer modelling; alternatively, you could use the visualiser.

If you ever need any help or ideas for literacy in your subject, please do not hesitate to ask me:

abateman@camshill.com

Useful websites for staff and parents:

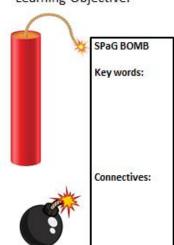
https://www.grammarbook.com/

http://www.gingersoftware.com/punctuation-checker#.WjEjWbdLGP8

http://prowritingaid.com/art/111/10-websites-to-help-improve-your-grammar.aspx

APPENDIX 1

Learning Objective:





Pupils must proofread and correct their work so that they make sure they consistently get the following right:

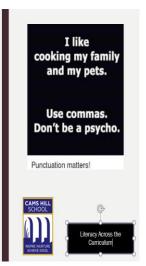
- Capital letters for the names of people, places, companies or organisations (e.g. Cams Hill School), at the beginning of sentences and for key words in titles No extra capital letters anywhere else
- Capital I
 - Writing in full sentences that make sense with a full stop at the end
- Writing in paragraphs
- Correct spelling of the following:
 there (over there, there is); here (over here, here it is); where (where is?)
 - their (belonging to them); your (belonging to you); its (belonging to it)
 - they're (they are); you're (you are); it's (it is) know (with your mind); no (not any); no one

 - definitely
 - accept (take); except (not including)

Any work that contains these errors and shows no evidence of being checked and corrected will be given back to the pupil for proofreading before being marked by the teacher. Parents can help by supporting pupils to check for these mistakes and correct them in their writing.

Before I hand in my work, have I checked for ...?

- Capital letters for the names of people, places, companies or organisations (e.g. Cams Hill School), at the beginnings of sentences and for key words in titles
- No extra capital letters anywhere else
- Writing in full sentences that make sense with a full stop at the end
- Question marks
- Writing in paragraphs when you change topic, start a new paragraph
- Correct spelling of the following:
 - there (over there, there is); here (over here, here is); where (where? where is?)
 - their (belonging to them); your (belonging to you); its (belonging
 - they're (they are); you're (you are); it's (it is)
 - know (with your mind); no (not any); no one
 - definitely
 - accept (take); except (not including)







- Point State what the writer is intending to do. As a challenge, include a literary technique e.g. simile, metaphor, oxymoron or simple sentence.
- Evidence Use a quotation copied exactly from the text; use quotation marks.
- Explain Analyse and explore what the writer is intending to show through their use of language. As a challenge, offer two different interpretations.
- Zoom Analyse in depth the key word or phrase from your quotation. Identify whether it is a noun, adjective, adverb or verb.
- Link Now refer back to your point and summarise how this has been shown in your analysis.