



# Wollaston School: Whole School Literacy Policy

***Our rationale:*** 'Young people who leave school **without good literacy skills** are held back at every stage of life. Their outcomes are **poorer on almost every measure**, from health and wellbeing, to employment and finance.' (2020, Education Endowment Foundation.)

At Wollaston School, we recognise the importance of our responsibility to ensure that our young people leave school **with good literacy skills** so that their outcomes are **richer on almost every measure**.

## ***The Three Aims:***

***Our students will:***

- ***Read regularly for pleasure and learning.***
- ***Consistently demonstrate accuracy and appropriacy in written and spoken language.***
- ***Be taught the specific literacy demands and expectations of each subject.***

These aims are closely aligned with the 2020 'Summary of Recommendations' for 'Improving Literacy in Secondary Schools' published by the Education Endowment Foundation:

[https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/EEF\\_KS3\\_KS4\\_LITERACY\\_POSTER.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/EEF_KS3_KS4_LITERACY_POSTER.pdf)

At Wollaston School, literacy across the school is driven by the Literacy Leader in conjunction with the SLT, Library and Additional Needs Department. However, it is the collective responsibility of all staff in all curriculum areas to ensure that literacy is constantly addressed in order to raise levels of attainment- **with this in mind, here is what each of the three aims should look like in action:**

### ***Our students will: Read regularly for pleasure and learning. To support this, all staff will:***

- Provide opportunities for reading as a class, regardless of subject and model enjoyment of reading for pleasure and learning.
- Encourage and recommend further reading and research around their subjects, to support students' transition between the reading milestones of 'learning to read' and 'reading to learn'.
- Model and guide reading when it is required to ensure that students can successfully navigate non-fiction text types that may be unfamiliar to them.


### ***Our students will: Consistently demonstrate accuracy and appropriacy in written and spoken language. To support this, all staff will:***


***To support this, all staff will:***


- Lead by example, ensuring that Standard English and academic language is modelled and expected in the classroom.
- Support general vocabulary development through the delivery of form time literacy activities ('Language for Real Life') and by taking opportunities wherever they arise in the school day for vocabulary instruction.
- Promote and expect attention to punctuation, spelling and grammar within any writing task, regardless of the learning objective. To support this, the whole school literacy marking symbols should be used when self, peer or teacher marking students' work.

**Whole School Literacy Marking Symbols:**

Use of these symbols should indicate to the student that you would like them to fix the error or omission.

 = circle incorrect use of punctuation or punctuation omissions.

 = underline incorrect spellings.

 = wavy underline any grammar errors, such as missing words or incorrect word order.

### ***Our students will: Be taught the specific Literacy demands and expectations of each subject- all staff will:***

- Explicitly teach the meanings and spellings of subject specific vocabulary.
- Model all new pieces of writing, academic text types and answering styles, never assuming that students will know what structure or language to employ.
- Explicitly teach the meanings of exam command words, in line with the expectations of their own subjects and exam boards, so that questions can be fully comprehended and correctly interpreted.