

## LITERACY POLICY

The following should now be in place across all faculties:

- The display of key words in all classrooms (including European translations).
- The identification of key words at the start of units of work.
- Setting of regular spelling homework
- The correction of subject specific words.
- Key word activities for starter/plenary sessions in lessons.
- Implementation of whole college Marking Policy.
- Appropriate presentation of teacher generated resources – and the readability of reading material.
- Opportunities to develop Literacy through speaking and listening
- Opportunities to develop Literacy through writing
- Opportunities to develop Literacy through reading

### **Literacy through Speaking and Listening**

Opportunities should be provided for students to develop their literacy skills through speaking and listening. This can be through a variety of ways: individual, paired and group work. Publications from DCSF have been distributed to all departments with suggested guidelines and classroom activities for each specific subject area. Please see your faculty head to refer to your faculty copy.

Staff development sessions have also provided additional resources. For a copy of latest training materials, please ask the Literacy Coordinator.

Literacy Walls have been introduced to the college. These encourage students to take ownership on the learning and are useful for starter and plenary sessions. Staff development sessions have explored how to make use of Literacy Walls. If in doubt, consult Literacy Coordinator.

### **Literacy through Writing**

Students tend to be assessed more regularly through their writing skills, but Speaking, Listening and Reading are all as important.

Separate policies are available for handwriting and presentation.

As Literacy through S&L (detailed above), DCSF publications have been distributed to all faculties.

The development of the use of writing frames is extremely useful in developing students' composition skills and confidence. A complete set of writing frames has been distributed to all faculties with structures for all writing styles and genres.

Should you require an additional copy, please ask your faculty head or the Literacy Coordinator.

### **Literacy through Reading**

It is vitally important to provide students with reading materials that they can access, whilst also stretching and developing reading skills. When preparing worksheets and resources for use in class, it is advised that readability statistics are referred to in conjunction with the average reading and spelling ages of each class. The familiarity

of Key Words is essential in developing students' reading skills. Strategies for using Key Words are detailed below.

Please also refer to DCSF materials already distributed or contact the Literacy Coordinator for handouts relating to developing reading strategies.

### **Key Word Activities**

A number of staff asked for different ways to present key words to students rather than simply delivering spelling tests at the beginning of lessons.

The following activities have been designed with introductory and plenary sessions in mind; they are quick activities designed to check, promote and reinforce new vocabulary.

The DCSF have stated that a focus on vocabulary acquisition at the start of lessons is excellent practice. It not only provides a literacy focus for the students but also establishes routine for the students, thereby aiding classroom management.

### **Key Word Activities**

#### **Duffinitions**

Students are presented with three definitions of a word, two are false, hence 'duffinitions', one is correct. They circle the correct definition. The activity can be differentiated either by the number of words or the difficulty of the definitions. Alternatively, set homework where students write their own definitions.

#### **Who wants to be a Millionaire?**

TV shows are often a good format to adopt in the classroom. "Who Wants to be a Millionaire?" is extremely popular with the students and is easily implemented in the classroom.

You may want to start with 'fastest finger first' either by relating to your subject order or alphabetically listing words. Students then take on the hot seat and, like the game show, have three lifelines. Projecting questions onto IWB is useful and resources are re-usable. Some tailored software is available from a variety of publishers.

101 Red Hot English Starters is an excellent resource with lots of novel ideas that really work well with our students. See [www.lets-education.com](http://www.lets-education.com) (or ask a member of the English Department).

#### **Cloze Activities**

A text is reprinted and key words are omitted. Students fill in the blank spaces with the correct word.

Again, differentiation is easily achieved by considering font size, sentence structure, amount of text etc.

#### **Mix 'n' Match**

Cut up key words and their definitions and put them in an envelope. Students match up key words and their definitions.

**Multi-choice**

Students are given the option of three or four spellings. They then use dictionaries to find the correct spelling.

**Mnemonics**

Ask students to make up a rhyme about their key words. For example:

**Al** is in hospital.

**Wordsearches or Crosswords**

Always a popular activity with our students

**Suffixes/roots/prefixes**

Brainstorm or research words with common roots, prefixes or suffixes. For example:

Geo  
Bio  
Auto  
Photo  
Micro

**Changing nouns to verbs**

Students investigate and collect words that can be changed from nouns to verbs. This could be quite useful in science with words like:

Oxide – oxidize  
Liquid – liquefy

**Spelling, Punctuation and Grammar Policy at Haven High Technology College**

Understanding how language works by looking at its patterns, structures and rules enables us to encourage our students to become confident users of the English Language. As such, the marking of spelling, punctuation and grammar is an inherent part of the marking procedure at The Haven High Technology College.

The marking of spelling, punctuation and grammar should be positive and constructive. Judgement is needed when correcting students' work, as over-marking can be counterproductive.

Staff should provide a constructive literacy target for each marked piece of work. Comments should focus on the following areas:

**Spelling**

- At the start of each unit of work, staff should display key words in the classroom. Students should also build a vocabulary list in their books. Staff should correct errors in the spelling of key words, referring them back to vocabulary lists.

- As a rule, target three spellings that connect in some way, for example, because they break the same spelling rule.
- Sensitivity should be displayed to all students, particularly those with special needs. Basic word sheets could help these students.
- Indicate spelling mistakes to the student using the symbols below. Encourage the LOOK, COVER, SAY, WRITE and CHECK method.

### **Punctuation**

- Staff should stress the importance of punctuation during the drafting process.
- Avoid over-marking and focus on specific points of punctuation.

### **Grammar**

- Staff should stress the importance of the use of grammar in formal work.
- Areas of focus could include:
  - Sentence structure
  - Noun/verb agreement
  - Correct use of verbs etc.

### **Common Use of Symbols**

Sp	Spelling mistake
P	Punctuation error
\	New paragraph
“”	Speech marks needed
gr	Grammatical error

Where possible, spelling mistakes should be corrected in the margin or at the end of the student's work.

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