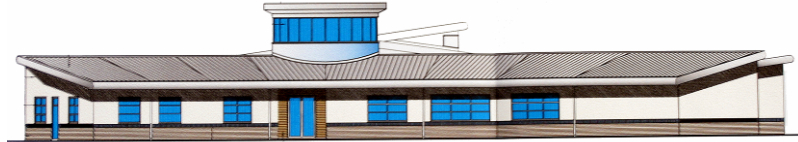


# WINDLESTONE SCHOOL



## KEY SKILLS LITERACY STRATEGY



# **WINDLESTONE SCHOOL LITERACY STRATEGY**

## **INTRODUCTION**

Literacy is one of the six key skills most commonly needed for success in education, training, and work. The skills are also important to home life, and the use of leisure time.

The six key skills qualifications are:

- Literacy
- Numeracy
- Information and Communication Technology (ICT)
- Improving own learning and performance
- Problem Solving
- Working With Others

Many students arrive at Windlestone School with depressed literacy levels. They lack confidence in using spoken language; are poor readers; and are reluctant to put pen to paper.

Students who become independent and fluent readers and writers, and use spoken language with confidence and understanding are much more likely to be successful.

## **RATIONALE**

Literacy underpins the school curriculum by developing students' abilities to speak, listen, read and write for a wide range of purposes, using language to learn and communicate, to think, explore and organise. Helping students to express themselves clearly orally and in writing enhances and enriches teaching and learning in all subjects. All subjects and all staff have a crucial role to play in supporting students' literacy development.

## **SCOPE**

Ensuring that all students are literate is one of the most important curricular responsibilities of the school. Every member of staff is responsible for developing students' literacy skills and competency within his/her own curriculum area.

All teachers should ensure that students can apply, consolidate and develop their skills in a variety of relevant and appropriate contexts.

## **AIMS**

The aim of the strategy is to improve students' literacy skills, to raise achievement, to improve the quality of teaching and learning and ensure that all staff recognise the role that literacy played in learning by:

- supporting students' learning in all subjects by helping teachers to be clear about the ways in which their work with students contributes to the development of students' literacy skills;
- developing a shared understanding between all staff of the role of language in

students' learning and how work in different subjects can contribute to and benefit from the development of students' ability to communicate effectively;

- recognising that language is central to students' sense of identity, belonging and growth;
- raising students' own expectations of achievement, thus raising standards;
- developing students' confidence and self-expression; and
- promoting knowledge and understanding of the students' standards of achievement and assessment in speaking and listening, writing and reading, and the identification of any areas of strength and weakness.

### *SPEAKING AND LISTENING*

Talk is our main means of communication in everyday life and is fundamental to the development of understanding.

Windlestone students need to develop increasing confidence and competence in speaking and listening so that they are able to:

- clarify and express their ideas and explain their thinking;
- adapt their speech to a widening range of circumstances including paired and group discussions and speaking to a larger audience;
- use varied and specialised vocabulary;
- speak for a range of purposes e.g. to narrate, to analyse, to explain, to reflect and evaluate;
- listen with understanding and respond sensitively and appropriately; and
- verbalise their own and others emotions.

### *READING*

Windlestone students need to enjoy reading; use their reading to help them learn; and develop increasing confidence and competence in reading so that they are able to:

- read fluently, accurately and with understanding;
- become independent and critical readers and make informed and appropriate choices;
- select information from a wide range of texts and sources including print, media and ICT and to evaluate those sources; and
- apply techniques such as skimming, scanning, and text-marking effectively in order to research and appraise texts.

### *WRITING*

Many lessons include and depend on written communication. Windlestone students need to develop increasing confidence and competence in writing so that they are able to:

- write in a widening variety of forms for different forms for different purposes e.g. to interpret, evaluate, explain, analyse and explore;
- develop ideas and communicate meaning to a reader using wide-ranging and technical vocabulary and an effective style, organising and structuring sentences grammatically and whole texts coherently;

- present their writing clearly using accurate punctuation, correct spelling and legible handwriting;
- apply word-processing conventions and understand the principles of authoring multimedia text; and
- use dictionaries, glossaries and lists of appropriate subject vocabulary.

## IMPLEMENTATION

Successful implementation of this policy will be dependent upon the extent to which staff:

- take account of the needs of all students, with regard to ethnicity, gender, ability and social and cultural factors;
- value students' language achievements including those in languages other than English and dialects other than standard English;
- structure lessons appropriately in ways that support and stimulate language development and show how learning objectives for students are to be achieved;
- recognise how resources will be organised and used to support literacy teaching;
- monitor and evaluate the impact of common goals and clear, shared expectations of students' developing ability to talk, read and write effectively and, specifically, establish whether targets have been achieved.

### *Speaking and Listening*

- Staff teaching should provide planned opportunities across the curriculum for students to engage in purposeful talk, both formally and informally and understand and apply the social conventions of conversation.
- In planning for talk staff should consider pace and timing so that purposeful talk is maintained.
- Whilst teacher exposition is essential staff should take account of demands on concentration to ensure that students are required to listen for realistic lengths of time.
- Staff should give students regular opportunities to speak and listen in the following contexts:
  - in pairs with a working partner,
  - in small groups with opportunities to take on the roles of chair or scribe,
  - with the teacher or another adult,
  - in whole class discussions, and
  - presentations to a wider audience.
- In these contexts some of the following activities should take place:
  - exploring and describing events, activities and problems, exploring and developing ideas with others,
  - reporting back to a wider audience in order to consolidate ideas and understanding,
  - asking questions as well as answering them,
  - speculating, hypothesising and imagining,
  - planning, organising and reviewing activities,
  - investigating and solving problems collaboratively,
  - evaluating experiences and reflecting on learning, and
  - talking at length and adopting the 'expert' role.

## *Reading*

- Staff should use the latest data on students' reading levels in order to make informed choices about appropriate texts and to plan appropriate support for student in order that they may successfully access texts.
- Staff should take opportunities to demonstrate pleasure in reading.
- Staff should make opportunities both in lessons and at other times for students and teachers to share their reading experiences.
- Staff should provide planned opportunities across the curriculum for students to:
  - read and follow written instructions;
  - read and engage with narratives of events or activities;
  - follow up their interests and read texts of varying lengths;
  - question and challenge printed information and views;
  - read with understanding descriptions of processes, structures and mechanisms;
  - read and explore ideas and theories;
  - learn how to sift and select, and take notes from text and read to locate and relocate information;
  - learn how to scan for overall meaning and scan for key points, words and phrases; and
  - use reading to research and investigate from printed words and moving images ICT texts.
- Staff should explicitly teach students how to employ reading strategies for particular tasks.
- Staff should encourage students to actively engage with texts by using DARTs – e.g. sequencing, close etc.

## *Writing*

- Staff should draw attention to the purpose and intended audience of each piece of writing. Whilst the audience for students' writing is often the teacher and peer group, students should be encouraged to write for a wide range of readers.
- Staff should pay close attention to writing as a learning tool as well as a product of the learning.
- Staff should help students to appreciate the differences between Standard English and non-standard forms of the language.
- Staff should help students to recognise the appropriate form for their written responses so that they know when to respond in note form and when more formal constructions are required.
- Staff should limit the use of copying, even though some of Windlestone School students are reluctant to move out of their academic comfort zones.
- Staff should provide planned opportunities across the curriculum for students to:
  - make notes from a variety of sources - printed word, moving images and ICT texts;
  - use writing to plan organise and record;
  - write logs and journals in order to clarify thoughts and develop new understanding;
  - plan, draft, discuss and reflect on their writing;
  - learn the conventions of different forms of writing in different subject areas e.g. by using writing frames and providing clear models for writing;
  - write at appropriate length, sometimes briefly;
  - write collaboratively with other students;

- present some writing for display or publication.

Staff should:

- expect high standard of presentation in most of students' finished writing;
- provide good models of particular kinds of writing;
- provide dictionaries, glossaries and lists of appropriate subject vocabulary and encourage students to use them; and
- help students to use a range of strategies to learn spellings.

### *IEPs Literacy Targets*

The implementation and use of literacy targets in IEPs is considered to be a useful method in enabling students to make progress across the curriculum and to understand that literacy is integral to parts of all lessons not just English.

Appropriate targets are suggested by English teachers, using the Stepping Forward Document and the staff meetings before IEP Reviews. The targets should not be so specific that accessibility in most lessons would be impaired..

At the end of each term progress in literacy, as it is in numeracy and behaviour, is rated and impacts on students' overall commendations, emphasising the importance of this area to student achievement and progress.

In each school term a different aspect of literacy is targeted.

<b>Term</b>	<b>Literacy Target</b>
Autumn	Spelling and Reading
Spring	Writing
Summer	Speaking and Listening

### *Resources*

The school and staff should provide:

- displays of reading material relevant to the topic or national curriculum subject and of relevant vocabulary;
- relevant material at appropriate levels of interest and difficulty and from a range of text types;
- reading material of high quality which is up to date, relevant, and balanced in its presentation of ethnicity, culture and gender;
- some texts in the first languages of students acquiring English as an additional language;
- access to school and public libraries and to ICT sources of information;
- access to appropriate audio visual equipment;
- a classroom environment which is conducive to good literacy practice; and
- comics, journals, and newspapers reading which are of interest to students.

## *Assessing Literacy across the Curriculum*

When assessing students' work across the curriculum staff should:

- value their oral contributions and listening skills alongside their reading and writing;
- take into account students' performance in speaking and listening, reading and writing when assessing and reporting on students' progress in subject areas; and
- make explicit to the students the key features of language which will be considered when setting writing tasks.

When responding to students' work staff should:

- make comments which are positive and supportive;
- target specific areas for improvement (a selective and focussed identification of errors);
- give guidance on how to achieve the short-term targets set. For example, whilst "improve your spelling" is unhelpful and vague, the identification of a particular spelling error e.g. doubling of letters before or adding -ing is specific and presents the student with a target which can be addressed
- give priority to content, ideas, organisation and meaning above secretarial features create opportunities for students to reflect on the quality of their own work and for peer assessment.

## **REVIEW**

This strategy will be regularly reviewed.

S Teasdale

Latest Revision June 2006

## APPENDIX 1

### MARKING

The marking of students' work is valuable as one component in the assessment of their progress. The purposes of marking include:

Improving students' educational attainment by:

- improving learning,
- encouraging motivation,
- correcting errors, and
- rewarding effort

Informing IEPs and planning by:

- assessing what a student has learned/understood,
- tracking student progress,
- gaining an overview of what a group has learned/understood, and
- gaining an overview of what a group has learned/understood and identifying next learning steps.

Fulfilling teachers and the school's statutory requirements by:

- providing the evidence base for recording/reporting, and
- communicating attainment/standard achieved within school and to parents.

At different times, depending on the nature and purpose of the set work, the purpose of marking will vary. Sometimes, work will be marked for content/presentation/factual accuracy/ clarity of ideas etc. On occasions it may be marked intensively for one kind of error only.

The school understands that students are assisted in producing work of better quality when they understand what criteria are being used in the marking of their work. It is therefore very important to ensure that they are provided with specific guidance, tailored to their individual needs, about what they can do to improve their performance.

Teachers should be sensitive to avoid possible negative effects, (eg de-motivation of students) of setting too many marking criteria in any pieces of work.

The principles of effective marking are:

- making the connections between marking and learning strategies and targets clear
- deciding on the purpose of marking
- ensuring students understand the marking criteria and system
- applying these criteria in accordance with individual student requirement and with reference to the student's IEP
- identifying strengths as well as weaknesses.

All subject teachers share the responsibility to develop fluency in both written and spoken English by the actively encouraging acceptable modes of expression and the discouraging of unacceptable ones.

## **A WHOLE SCHOOL APPROACH TO MARKING FOR PRESENTATION AND USE OF ENGLISH**

1. All work should have name and date (and title if appropriate).
2. Written work should be produced in black or blue pen.
3. All drawings should be in pencil, improvement should be with pencil crayons or felt tips.

### **SYMBOLS**

Capital letter	<ul style="list-style-type: none"><li>• the letter will be underlined. In the margin, on same line, the upper and lower case letters are written side by side with the correct one ticked. (It will be more effective to target only one or two letters at a time)</li></ul>
Small letter	
Full stop	<ul style="list-style-type: none"><li>• underline in text</li><li>• work will be marked with the missing letter, word or draw attention to specific problem (eg mark 'tense' 'plural' etc) and discuss with the student at an appropriate time punctuation</li></ul>
Missing letter or punctuation	
Wrong spelling	<ul style="list-style-type: none"><li>• wrong word underlined, marked with 'sp', and written correctly in margin</li></ul>
Syntax	<ul style="list-style-type: none"><li>• correct if obviously wrong</li><li>• // in text</li></ul>
New paragraph	
Punctuation error	<ul style="list-style-type: none"><li>• enter punctuation in text</li></ul>
Slang	<ul style="list-style-type: none"><li>• underline slang word/phrase. In margin write 'not standard English'</li></ul>
Vocabulary (Subject specific).	<ul style="list-style-type: none"><li>• underline inappropriate word and emphasise correct use of subject specific vocabulary and standard English</li></ul>
Comment	<ul style="list-style-type: none"><li>• comment on learning demonstrated and/or routes for improvement as appropriate</li></ul>

Teachers need to be sensitive to students' self esteem and previous educational experiences and should use their professional judgement in marking to ensure that its outcome is positive and helpful to the student.

Marking should be in green.

## APPENDIX 2

### 'Windlestone Words'

There are three sets of 'Windlestone Words'.

Each set was selected by subject teachers and will be displayed and taught by the appropriate staff. Students should be taught to recognise and spell the words.

#### First 10 Words

<b>Maths</b>	<b>ICT</b>	<b>Food Tech</b>	<b>Geography</b>	<b>Rural Science</b>
odd	disc	oven	map	hen
even	mouse	pan	north	cow
add	key	spoon	south	seed
take	press	fork	east	root
half	click	flour	west	shoot
area	log on	coffee	hill	hay
cube	open	crisp	atlas	egg
3D	off	tea	live	soil
angle	file	table	sea	sheep
rectangle	save	fry	home	pig

<b>English</b>	<b>RE</b>	<b>Art</b>	<b>Careers</b>	<b>P.E.</b>
came	God	pen	job	fit
any	Jew	pencil	work	hit
of	nun	paper	time	run
off	Jesus	art	money	ball
here	pray	draw	pay	bat
have	love	paint	name	jump
like	faith	black	bank	win
walk	hope	dark	skill	goal
very	holy	line	bus	net
were	cross	water	firm	step

<b>History</b>	<b>Technology</b>	<b>Science</b>	<b>Music</b>
year	pine	air	band
time	card	seed	bass
ship	nail	plant	beat
train	wood	animal	solo
king	hard	blood	song
move	soft	gas	tune
war	glue	solid	pitch
gun	heat	heat	form
past	gas	test-tube	play
long	stop	mass	group

## Second 10 Words

<b>Art</b>	<b>Rural Science</b>	<b>Careers</b>	<b>History</b>	<b>Science</b>
shade	mate	clothes	trench	bunsen
colour	shear	union	trade	cell
light	organic	listen	improve	acid
image	suckle	speak	queen	alkali
pattern	mammal	coins	Romans	liquid
style	plant	role	union	funnel
tone	compost	wage	bomb	energy
pastel	manure	profit	Indian	beaker
shape	animal	leisure	health	atom
contrast	cutting	learn	slave	oxide

<b>Design Tech</b>	<b>ICT</b>	<b>R.E.</b>	<b>Food Tech</b>	<b>Maths</b>
drill	paper	heaven	knife	quarter
sanding	screen	hell	sugar	volume
glass	keyboard	Islam	chocolate	percent(age)
plastic	disc drive	Muslim	dessert	reflect
enamel	mouse	bible	cooker	right angle
powder	internet	torah	spatula	kilogram
safety	print	temple	scales	equal
hammer	server	soul	butter	factor
jigsaw	password	church	washer	average
ruler	monitor	vicar	frying	pie chart

<b>English</b>	<b>P.E.</b>	<b>Geography</b>	<b>Music</b>
because	draw	place	keyboard
friend	pitch	rural	percussion
people	throw	urban	balance
should	score	volcano	harmony
would	rules	beach	melody
where	skill	river	piano
which	game	travel	saxophone
school	team	country	compose
beautiful	lose	climate	guitar
first	sport	weather	drum kit

## Third 10 Words

### Art

primary  
reference  
scheme  
photograph  
image  
composition  
secondary  
research  
evacuate  
texture

### Rural Science

propagator  
photosynthesis  
nutrition  
reproduction  
herbivore  
ruminant  
fertiliser  
parasite  
germinate  
husbandry

### Careers

occupation  
salary  
scheme  
employment  
allowance  
cheque  
education  
college  
interview  
pension

### History

factories  
transport  
medieval  
Victorians  
peasant  
royalty  
education  
execute  
exile  
uniform

### Maths

negative  
tessellate  
co-ordinate  
multiple  
circumstances  
equation  
probability  
pentagon  
parallelogram  
division

### Design Tech

hardboard  
plywood  
glass paper  
electrical  
cardboard  
blow torch  
oxydise  
try square  
strip bender  
quality

### ICT

head phones  
camera  
digital  
print out  
folder  
certificate  
achievement  
search engine  
network  
connection

### R.E.

Christianity  
enlightenment  
commandments  
passover  
synagogue  
miracle  
resurrection  
Christians  
suffering  
Buddhism

### Science

evaporate  
crystal  
particle  
chemicalorchestra  
photosynthesis  
experiment  
oxygen  
moleculemicrophone  
nucleus  
homeostasis

### Music

dynamics  
accompaniment  
arrangement  
synthesiser  
rhythm  
timbre  
genre  
orchestration

### English

Received  
Frightened  
Interesting  
Heard  
Caught  
Threw  
Through  
Believe  
Happened  
Surprise

### P.E.

attack  
defend  
muscle  
fitness  
breathe  
improve  
complete  
raquet  
shuttlecock  
referee

### Geography

compass  
earthquake  
mountain  
population  
development  
pollution  
sediment  
tourism  
waterfall  
island

### Food Tech

margarine  
poison  
diarrhoea  
salmonella  
barbecue  
chicken  
processor  
temperature  
refrigerator  
kilogram

## Third 10 Words

<b>Art</b>	<b>Rural Science</b>	<b>Careers</b>	<b>History</b>	<b>Maths</b>
primary	propagator	occupation	factories	negative
reference	photosynthesis	salary	transport	tessellate
scheme	nutrition	scheme	medieval	co-ordinate
photograph	reproduction	employment	Victorians	multiple
image	herbivore	allowance	peasant	circumstances
composition	ruminant	cheque	royalty	equation
secondary	fertiliser	education	education	probability
research	parasite	college	execute	pentagon
evacuate	germinate	interview	exile	parallelogram
texture	husbandry	pension	uniform	division
<b>Design Tech</b>	<b>ICT</b>	<b>R.E.</b>	<b>Science</b>	<b>Music</b>
hardboard	head phones	Christianity	evaporate	dynamics
plywood	camera	enlightenment	crystal	accompaniment
glass paper	digital	commandments	particle	arrangement
electrical	print out	passover	chemical	orchestra
cardboard	folder	synagogue	photosynthesis	synthesiser
blow torch	certificate	miracle	experiment	rhythm
oxydise	achievement	resurrection	oxygen	timbre
try square	search engine	Christians	molecule	microphone
strip bender	network	suffering	nucleus	genre
quality	connection	Buddhism	homeostasis	orchestration
<b>English</b>	<b>P.E.</b>	<b>Geography</b>	<b>Food Tech</b>	
Received	attack	compass	margarine	
Frightened	defend	earthquake	poison	
Interesting	muscle	mountain	diarrhoea	
Heard	fitness	population	salmonella	
Caught	breathe	development	barbecue	
Threw	improve	pollution	chicken	
Through	complete	sediment	processor	
Believe	raquet	tourism	temperature	
Happened	shuttlecock	waterfall	refrigerator	
Surprise	referee	island	kilogram	

## APPENDIX 3

### GUIDELINES FOR PREPARING WORKSHEETS

Clear, well-prepared worksheets are an important aid to learning. Students will greatly appreciate and benefit from worksheets, which are designed to promote their reading and understanding.

#### Ten Points to Remember

1. Design worksheets which are open-ended but avoid the final 'recreate the universe' question.
2. Choose appropriate fonts, point size and line spacing.
3. Avoid hand-written worksheets unless your hand writing is classed as very good by your students.
4. Do not use block capitals.
5. Use a clear, straightforward layout.
6. Check that the worksheet has an appropriate readability.
7. Ensure good quality photocopying.
8. Aim to differentiate text so that it is easy to identify instructions, questions and the main body of text.
9. Try to identify subject specific vocabulary.
10. Include exemplars.

## **APPENDIX 4**

### **Choosing texts**

(adapted from 'use of language in the national curriculum' NATE 1995)

The following may be used when selecting texts and when generating texts i.e. worksheets, study units.

#### **1. Scanning for overall impressions**

##### **print**

- is the print clear?
- are the lines of print short enough to be easily read?
- is the size and style of font appropriate?

##### **illustrations**

- are the illustrations appropriate? informative? attractive? accurate?
- are the illustrations representative? e.g. of the whole community?
- are the graphics clear? helpful?
- how well does the text relate to illustrations and graphics?

##### **signposts**

- are headings and sub-headings clear? helpful?
- are the contents pages, index and glossary appropriate? clear?

##### **quality**

- is the text balanced in its presentation of gender?
- is the text balanced in its presentation of different peoples and cultures?
- is the information accurate? up to date? reliable?
- is the content relevant and accessible to students?

#### **2. Looking closely at a sample page**

##### **sentences**

- how long are the sentences?
- how complex are the sentences?
- are sentences mainly 'active' or 'passive'?
- is the subject of the sentences often 'delayed'?

##### **vocabulary**

- is the choice of vocabulary and terminology appropriate?
- are difficult words made clear? e.g. re-phrased in the text?

##### **cohesion**

- is the text clearly organised? logical? easy to follow?

### **3. Asking students to comment**

Choose students to represent the full range of ability with which the text might be used:

- what are their general impressions?
- can they use the index to find information?
- can they relate the illustrations to the text?
- can they read and understand the text? (Use a simple cloze test: copy a passage from the text and obscure every seventh word; if students cannot reconstruct the text to make reasonable sense, it is probably too difficult for independent use.)
- are there any words they don't know and can't deduce from the context?

### **4. Assessing overall suitability**

**use**

- how often will the text be used?
- which students would you use this text with?
- how would you use it with the students:
  - for background reading?
  - giving essential information?
  - stimulating interest and further enquiry?
  - enjoyment?
- how will different students need to be supported in using this text?