



Ripon Grammar School

WHOLE SCHOOL LITERACY POLICY

MISSION STATEMENT

Ripon Grammar School is committed to raising standards in reading, writing, talking and listening across all areas of the curriculum. It is vital that our learners develop the ability to use literacy skills effectively in order to be successful in future education and employment and to equip them for life in the 21st century.

1. POLICY

As an institution which promotes academic excellence, we will strive to achieve the highest levels of literacy and encourage reading across a range of genres for the following reasons:

- 1.1 Students can be influenced by the inconsistent standards of literacy in society in general and by the many examples of incorrect grammar found in the media.
- 1.2 There is an increased reliance on electronic spell checkers, reducing the motivation to learn how to spell or to check for errors.
- 1.3 There is frequent use of abbreviation in text messaging and fast inaccurate typing on social networking sites, where the emphasis is on quick communication.
- 1.4 Examination mark schemes have increased the weighting of SPAG at GCSE and A Level.
- 1.5 Excellent work is being undertaken by the English department and in the Library to encourage reading, but some students are still reluctant to read.

In developing literacy across the curriculum, Ripon Grammar School aims to enable our students to:

- 1.6 Communicate effectively in both speech and writing.
- 1.7 Become active and able readers who are engaged, enthused and motivated.
- 1.8 Use grammatically correct sentences.
- 1.9 Spell and punctuate accurately in order to communicate effectively in written English.
- 1.10 Recognise and use standard English where appropriate.

2. PROCEDURES

At Ripon Grammar School:

- 2.1 Literacy is recognised as a whole school issue and all members of staff have the responsibility for promoting high standards of literacy and the correct use of English, whatever their specialist subject.
- 2.2 Literacy is a vital tool to facilitate and support learning.
- 2.3 Effective reading, writing, speaking and listening skills are essential to academic study.

2.4 Covid Catch Up

There has been a noticeable decline in standards of handwriting and presentation following the lockdowns for Covid-19. Ripon Grammar School will therefore make this a literacy priority from Autumn 2022.

3. ROLES AND RESPONSIBILITIES

3.1 **Senior Managers** will lead and give a high profile to literacy, including within observation procedures and strategic developments.

3.2 **The English Department** at RGS has a leading role in providing students with the knowledge, skills and understanding they need to read, write, speak and listen effectively, including:

- Identifying literacy priorities, targets and objects.
- Making literacy-related contributions to departmental & school development plans.
- Supporting the Inclusion Department in identifying students who need literacy intervention to facilitate their progress across all aspects of learning.
- Supporting teaching staff in all subject departments to facilitate the delivery of literacy skills across the curriculum.

3.3 **Heads of Department** will:

- Be aware of the current areas of whole school focus in Literacy (see Appendix A).
- Demonstrate in their Schemes of Work how the Literacy Policy will be applied within their subject.

3.4 **Teachers across the curriculum** contribute to students' development of language since speaking, listening, writing and reading are, to varying degrees, integral to all lessons.

Teachers will:

- Understand that they are all teachers of literacy and be aware of the current areas of whole school focus in Literacy (see Appendix A).
- Make referrals to the SENDCo if they have any literacy concerns about individual students.
- Model good practice in their own spoken and written English.
- Be aware of the specific language demands made upon students in their subject areas.
- Be aware of transition points between key stages, including KS2-3 and recap requirements at each stage.
- Draw attention to students' spelling and grammar errors and guide them as to how they can make corrections (please see Appendix B for Ripon Grammar School's marking symbols).
- Encourage students to take ownership of and pride in their literacy standards.
- Provide lists of key words required for their subject and these should be displayed clearly in teaching rooms.
- Encourage students to use dictionaries to check spelling and a thesaurus to increase their range of vocabulary.
- Where appropriate, give students the opportunity to produce extended pieces of writing, and assess for appropriate structure, grammatical accuracy and content.

- Provide lists of subject-specific key words (Tier 3 vocabulary) required for their subject, which should be displayed clearly in teaching rooms.
- Provide lists of and the opportunity to learn Tier 2 vocabulary (high frequency words used by mature language users across several content areas, such as ‘establish’, ‘verify’, ‘reasoned’).
 - Urge students to check and to proofread their work before it is submitted for marking.
 - Remind students that effective written communication requires legible handwriting. Carefully presented work should be advocated and praised.
 - Make sure that internal school examinations include a mark for spelling, punctuation and grammar, representing 5% of the total mark.
 - Regularly set reading activities in class and for homework with subsequent checks for comprehension. Students should be given the opportunity to discuss their reading, to analyse and react to the text, and to listen to the views of others in the class.
 - Make sure that reading activities are effectively sequenced to ensure progression and challenge in level and complexity.
 - Set aside time in lessons for individual reading during the school’s regular Reading Weeks.
 - Remind students of the need to use appropriate English for the occasion, taking account of audience and purpose. They should be aware of when colloquial English is appropriate and when it is not.
 - Where appropriate and in context, correct students’ spoken English, as they may not be aware that they are using incorrect grammatical structures

3.5 The Inclusion Department will ensure that:

- Students with learning difficulties in literacy, and who require additional support, are identified and supported in order to facilitate progress across all aspects of learning.
- Literacy support is available as needed throughout school.

3.6 The Library will support the development of literacy in the following ways:

- By supporting all subject areas in the literacy development.
- By providing a space in which to stimulate learning and provide resources to support teaching and learning.
- By providing a wide range of fiction and non-fiction reading for all abilities and relevant to curriculum areas.

Students will take increasing responsibility for recognising their own literacy needs and for making improvements as they progress through school.

S Dring
Policy Date: May 2022
Review Date: May 2024

APPENDIX A

LITERACY FOCUS AREAS 2022-24

All members of Ripon Grammar School will focus on the following areas:

R E A D	Includes	Detail
	Reading for pleasure	Whole school involvement with R4P initiatives
	Wider reading	Recommended reading lists to include fiction
	Accuracy in reading	Important for comprehension
	Reading comprehension	Think about group reading methods




W R I T E	Includes	Detail
	Basic SPaG	Reinforce basic SPaG rules & expectations from the beginning of Y7
	Written presentation	Whole school guidelines adhered to
	Academic writing	Clear guidelines and focus on Tier 2 vocabulary
	Vocabulary	

T A L K	Includes	Detail
	Presentation skills	Confidence in speaking
	Oracy	The power of words and how you use them
	Academic speak	'Cracking the academic code' and Tier 2 vocabulary
	Expectations	Distinguish between colloquial and academic speak

C H E C K	Includes	Detail
	Staff use of literacy marking guidelines & symbols	Looking for consistency across school
	Literacy included in marking schemes	Looking for consistency across school
	Pupil responsibility	Pupils are regularly proofreading and correcting with purple pens

APPENDIX B

RIPON GRAMMAR SCHOOL LITERACY MARKING SYMBOLS

	Squiggly underlining indicates lack of accuracy or clarity
	Straight underlining indicates relevant or accurate work
Sp	= error in spelling (make sure correct spelling is shown)
NP //	NP in margin = new paragraph at point indicated by // in text
P	= error in punctuation
	Circle around work = grammatical error
✓G	= good use of grammar
?	= lack of clarity / your writing does not make sense
^	= omission
✓✓	= excellent work