



Saint John Wall Catholic School
A Catholic School For All

Mission Statement

'To educate each and every unique child in our care to hear and respond to what God calls them to be'



Whole School Literacy and Numeracy Policy

“The house that King Solomon built for the Lord was sixty cubits long, twenty cubits wide, and thirty cubits high.”

1 Kings 6:2-3

Rationale

Good literacy and numeracy skills enable pupils to access the curriculum more effectively and are a strong predictor of academic success. Pupils will gain confidence as these skills improve; they will become increasingly effective learners, perform better in examinations and ultimately, will be more attractive to potential employers and also active citizens; well prepared for the next stage of education, employment or training.

Roles and Responsibilities

All teachers are teachers of literacy; as such, teachers will plan and teach literacy and numeracy skills, in line with the Teaching and Learning Policy for 2021 – 2022.

Literacy

The school's literacy priorities are:

- Teachers model high quality spoken and written communication
- Reading is prioritised via ERIC (Everyone Reads in Class) and the introduction of academic reading texts
- Disciplinary Literacy focuses on *general* and *subject* specific reading, writing, speaking and listening

- Teachers and support staff will provide guidance for pupils as to how to improve targeted literacy skills, in particular enabling pupils to acquire a wide vocabulary to build knowledge and subsequent learning. Teachers should promote and model different types of reading explicitly taught to pupils (e.g. skimming and scanning, summary, comprehension, analysis etc.).
- Staff should prioritise reading and encourage the use of Standard English in written and verbal communication with correct use of grammar and punctuation. Departments should expose pupils to academic reading texts from a wide range of diverse genres, and support pupils with strategies to enable them to decode new and unfamiliar words.
- Staff will ensure that pupils are aware of the literacy focus of a lesson, piece of homework or assessment. Teachers should prioritise teaching Tier 2 and 3 vocabulary, which pupils are unlikely to encounter in everyday speech; be expected to use and spell them correctly. Staff are expected to model high-quality talk to develop pupils' skills of communication to improve reading and writing outcomes.

- **Word of the Week** – Vocabulary builds a body of knowledge within subjects and is transferrable across the curriculum. Word of the Week will support pupils' Tier 2 vocabulary development and broaden pupils' understanding of examination vocabulary with increased confidence.
- **GOSSIP** are the school's expectations for developing clear written communication, marking and proofreading work.

Marking for literacy	EBI: All to be completed with a purple pen:
G rammar – <i>Read work carefully. Are words in the correct order/out of place?</i>	Read your work back and correct any words that have been highlighted as used incorrectly or in the wrong order.
O rganisation – <i>Have you used a new paragraph where there is a change of time, topic, person or place?</i>	Read through your work and put a // where your writing changes for a change in: <ul style="list-style-type: none"> • Topic • Person • Time • Place
S entences – <i>Do sentences have a capital letter and full stop? Have you varied your sentences with different types: simple, compound and complex?</i>	Read the sentence(s) back to yourself and check: <ul style="list-style-type: none"> • Have I used capital letters and full stops accurately? • Is my sentence too long? Do I need to break it up into smaller sentences? • Am I pausing in my sentence and need a comma? • Do I need a ! or ? instead of a full stop?
Sp elling – <i>Check for spelling errors. Have you included subject specific vocabulary?</i>	Look at the spelling I have highlighted. Rewrite it in the margin accurately. Keep a list of misspelled words in the back of your exercise book so you can return and check them.
I nteresting vocabulary - <i>Have you used a wide range of vocabulary to make your writing ambitious and sophisticated?</i>	Look at where I have underlined a word/phrase. <ul style="list-style-type: none"> • Is there a subject specific word you need to use instead? Check and correct this. • Do you need to use a wider range of vocabulary? Use a thesaurus to look up your original word and alternatives you could use. Now add these words in the margin next to where I have written I.
P unctuation – <i>End of sentences: have you used full stops, question or exclamation marks at the end of sentences?</i>	Read your work back where I have written 'P' in the margin: <ul style="list-style-type: none"> • End of sentence: have you used a capital and full stop/exclamation mark/question mark at the end? • Mid-sentence: do you need to use a comma where you are pausing mid-sentence? • If I've circled a particular word, are you missing an apostrophe that needs to be included? Read back and include it in purple. • STRETCH: Are there other examples of punctuation you could include? Rewrite a sentence of your choice to include this.

Numeracy: Teachers and support staff will provide opportunities for pupils to improve targeted numeracy skills. This should include the vocabulary and spelling definitions of Mathematics subject specific terminology. Staff should encourage the use of standardized approaches to numeracy skills and will ensure that pupils are aware of the numeracy focus of a lesson homework or assessment. Pupils should be aware of the application of numeracy for specific subjects.

The school's numeracy priorities are to enhance the use of numeracy *within* the curriculum, for example:

- Percentages
- Statistics – Graphs and Charts
- Unit Conversion

Ratified by Governors: 06/10/2021

Review Date: 06/10/2024

(This policy will remain in force beyond the review date if no updates are required)