

Policy Statement: Literacy.

Rationale

To ensure that all pupils are given the opportunity to write in a range of different non-fiction styles, within the range of subjects that they experience during the key stage 3 curriculum. Pupils should be taught how to paragraph in a systematic way, and to use a range of strategies for spelling subject specific vocabulary and high frequency spellings.

Purposes

- To make pupils aware of how certain texts contain different stylistic features that they can exploit when being asked to write for a particular audience and purpose.
- To make pupils aware of the closer features of a text, such as voice, person, verb tense, degree of formality etc.
- To make pupils accurate and appropriate writers in a range of different situations in which they might have to write at key stages 3, 4 & 5.
- To teach paragraphing skills in an explicit way that allows pupils to organise their work effectively. (Teaching topic sentences and connectives that can begin or link paragraphs will help students to produce accurate and organised writing.)
- To encourage pupils to “own” their own learning when it comes to spellings and to develop an efficient way for remembering them.

Guidelines

Pupils need to be given the opportunity to experience extended writing at least once a term across all curriculum areas in years 7,8 & 9. The types of writing encountered should be demonstrated or examined in detail to view their characteristic features before students attempt their own. Pupils should be encouraged to use the conventions of each genre of writing and to refer to these features using key terms such as “tense”, “voice”, “syntax styles” and “connectives”, etc.

Pupils need to be taught a series of connectives which can begin, link or contrast points within their own writing. They need to understand the role of the topic sentence when organising paragraphs and writing, and to look at examples of how to plan extended writing using these, as well as being shown examples of how successful paragraphs work in guiding readers around texts.

Pupils must be encouraged to take responsibility for their own learning by adopting certain strategies for learning spellings. Pupils should be made aware of key subject specific vocabulary within the curriculum areas, and they

should also be taught a range of ways to learn key problematic spellings through starter activities. Spelling strategies include finding smaller words within words, focusing on problem areas such as silent or double vowels, double consonants or silent letters, learning a neumatic, focusing on certain prefixes, suffixes and linked words, breaking a word into syllables, and memorising common homophones, such as 'there', 'their' and 'they're.'

Conclusion

Pupils must be given examples of what type of writing is required before they attempt to write and should be given access to the necessary skills to organise their writing. Pupils' writing needs to be clear and accurate if they are to progress to a level 5 by the end of key stage 3. Being able to write in an appropriate style, for a given purpose and audience, will help them to succeed at key stage 4, 5 and beyond. It is essential that we provide them with the necessary literacy skills to communicate clearly in the modern world

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