



LITERACY POLICY (Senior School)

(This document is available on the school website or on request)

Reviewed November 2017

Literacy – both written and spoken – is the concern of every department in the school.

This statement of policy is concerned with reading and writing but we recognise that the skills involved in speaking and listening are of equal significance.

Every QEH pupil should, by the time he or she leaves, have mastered the skills classified hierarchically as follows:

Basic

- Spelling of common words and of key words in each subject
- Basic punctuation, including full stops, commas, quotation marks, question marks, exclamation marks and apostrophes
- Capital letters, sentences and paragraphs
- Legible handwriting
- The use of a dictionary and other reference sources (including the Internet)
- How to use the Library and the Dewey – Decimal system

Applied

- The conventions of **writing** appropriate to subject areas (e.g. reports, formal letters). This should also include the use of the colon and semi-colon
- The development of skills in critical **reading** to evaluate both writing in literature and information found in a variety of sources such as newspapers, websites and other ICT resources, maps, tables, charts

Advanced

- Taking independent notes effectively
- Extended writing for any of the following purposes as needed, employing appropriate forms and linguistic registers:
 - Instructions
 - Recount
 - Explanation
 - Information
 - Persuasion
 - Discursive writing
 - Analysis
 - Evaluation
 - Autobiographical writing, including diaries

- Creative writing

Notes:

- Most pupils should be familiar with most basic skills when they arrive and confident in using all of them by the end of Year 7
- All departments will address these points as the need arises
- Specialist words will be taught by individual departments
- Classroom displays of subject specific terms and vocabulary are strongly recommended

The Teacher i/c Literacy will develop this policy, in particular by working with departments to identify the forms of writing that happen in their subject area. One goal is to produce a departmental 'map' of forms of writing necessary for that subject and to develop effective (and, as far as possible, imaginative) ways of teaching those skills.

He or she will advise the Deputy Head (Academic) who will monitor departments as they adhere to the agreed procedures.

Many other members of staff will contribute to the development of this policy.

QEH Marking of Literacy
Agreed conventions across the school

Sp. in margin:	spelling mistake (once only in case of repeated error). Pupils to write corrected version in margin and, if requested, to add to their personal spelling list in the back of their School Homework Diary
p. in margin:	punctuation mistake. If needed, show a new sentence with a full stop and a new capital letter
ww. in margin:	use of wrong word
// in text:	to show paragraph needed

For those pupils who appear on the Learning Support list, as having been diagnosed as dyslexic, we will not correct every single error in a piece of work. Instead we will 'close mark' a small section of the work and then pay attention to the ideas and not the mechanics for the rest of the piece.