

SOUTH LINCOLNSHIRE ACADEMIES TRUST (SLAT)

LITERACY ACROSS THE CURRICULUM POLICY

Aspire - Challenge – Achieve

Owner	Approval	Date Approved
D Bland	CEO	September 2026
Policy Type	Date of Next Review	Approved by
Trust Wide	September 2027	CEO

Whole School Cross Curricular Literacy

'Simple, Flexible and Consistently Applied'

The key elements are:

1. **Writing (including spelling, punctuation and grammar)**
2. **Reading**
3. **Vocabulary**
4. **Oracy (Speaking and Listening)**

At the heart of the SLAT approach to whole school literacy is the idea that each department can contribute to literacy learning. At the core of what we do, across all of the subject areas within SLAT, is a focus on communication in all its different forms to help to ensure that our young people are equipped to go out in to the world with confidence and the ability to communicate effectively.

Individual departments/curriculum areas have developed their own policies for literacy, assessment and feedback based upon the 'Whole School Cross Curricular Literacy Plan – A Framework for Departments', as outlined in this policy. All departments will develop their own literacy assessment schedules, including structured opportunities for speaking and listening tasks.

Whole School Literacy Focus

To have a systematic approach to the teaching and promotion of literacy across the curriculum to ensure that students have essential life skills and are literate;

- To improve students' ability to produce sustained, high-quality extended writing, enabling them to communicate clearly, coherently and effectively across a range of contexts and subjects.
- To encourage our learners to be articulate in a range of contexts, by being encouraged to constantly develop a wider vocabulary, supported by reading widely.
- To continue to develop the 'promotion of reading' and literacy strategy across the curriculum- including specifically a focus on reading skills and vocabulary acquisition at KS3. Alongside this, a forward thinking and research-led approach will be taken to support key groups as a way of improving outcomes for all.
- To improve students' speaking, listening and presentation skills, therefore developing confident individuals who are able to communicate effectively within a variety of contexts.

Assessment and Marking

Within SLAT, there are three levels of literacy marking as appropriate to the task/department:

- Level 1 (*mandatory for all depts. – cornerstone layer of literacy marking*)
- Level 2 (*more in depth literacy marking including corrections of SPAG and Purple Pen follow-up improvements*)
- Level 3 (*comprehensive literacy marking including thorough SPAG marking and extended Purple Pen as a result*)

If marking for literacy in a written form, teachers follow the SLAT Whole School Literacy Marking Policy for consistency with students. *This is included at the end of this policy.* Departments should also include speaking and listening activities which the students undertake on a regular basis. For some departments, it will be appropriate to assess these activities and they should be denoted on the department assessment schedule. Guidance regarding the core speaking and listening strands can be found at the end of this policy.

Whole School Literacy Planning Tool - A Framework for Departments
‘Simple, Flexible & Consistently Applied’

	Writing	Reading	Vocabulary	Oracy
Level 1	Spelling of key words – subject specific frequent literacy errors should be corrected <i>(could be peer marked at this level)</i> <i>-In assessment books: Spelling corrections should be written out 3 x in purple pen, following the school literacy marking policy</i> <i>-If spelling/literacy is assessed on SatchelOne it should be tracked for improvement and where appropriate, considered for possible intervention by the class teacher</i>	Encourage reading with a range of texts: text books, subject specific on-line resources, articles, journals, whole school reading, DEAR Support whole school events – World Book Day etc. <i>-Evidenced in drop ins and other QA measures</i>	Examination terminology and frequent subject specific vocabulary taught specific to the needs of the subject <i>-Evidenced in work scrutiny, drop ins and other QA measures</i> <i>-Evidenced in SOW</i>	Speak like a specialist by using key terms and phrases and encouraging students to do the same Undertaking of ‘speaking and listening’ activities <i>-Evidenced in drop ins and other QA measures</i>
Level 2	Frequent literacy errors should be corrected Students should be expected to do some extended writing at least once per short term <i>-SA/PA red pen correction for sentence punctuation (capital letters and full stops) should be evident in extended writing – Purple Pen response should be clear. A focus on the termly literacy target should be evident in students work – live marking opportunity.</i>	Encourage reading with a range of extracts and articles that explore specific ideas in more depth Encourage active reading and promote fluency by using the ‘SLAT Reading Strategy Support Guide’ <i>-Evidenced in drop ins and other QA measures</i> <i>-Evidenced in SOW</i>	Keystone words – words chosen by the department are developed as keystone subject vocabulary words <i>-Evidenced in work scrutiny, drop ins and QA measures</i> <i>-Evidenced in SOW</i>	Encourage extended oral contribution by planning talk in your lessons e.g. think/pair/share Regular undertaking of ‘speaking and listening’ activities. These sessions should be underpinne and designed with the pillars of good oracy and should introduce and develop skills that will feed into and further enhance the SALAD day activities. <i>-Evidenced in work scrutiny, drop ins and other QA measures</i> <i>-Evidenced in SOW</i>
Level 3	Frequent literacy errors should be corrected Students should be expected to do some extended writing at least once per short term <i>-Where extended writing is done as part of assessed work, the whole piece should be marked using the school literacy marking policy (SA/PA or TA) – extended Purple Pen response and corrections should be evident.</i>	Reading a wide range of increasingly challenging texts is a regular feature of lessons A wide range and forms of reading texts is part of the SOW and curriculum <i>-Evidenced in drop ins and other QA measures</i> <i>-Evidenced in SOW</i> <i>-Could be used as DEAR text</i>	Development of ‘Tier 2’ and ‘Tier 3’ academic language and encouraging all students to “speak like a subject specialist” across multiple disciplines. <i>-Tracked as part of Bedrock Learning where appropriate</i> <i>-Evidenced in work scrutiny, drop ins and other QA measures</i> <i>-Evidenced in SOW</i>	Model effective speaking and listening Encourage high standards of oracy by supporting Standard English use in the classroom Frequent undertaking of ‘speaking and listening’ activities including SALAD Days <i>-Evidenced in work scrutiny, drop ins and other QA measures</i> <i>-Evidenced in SOW</i>

All elements should be referenced in ‘Literacy Marking Maps’.

SLAT Whole School Literacy Marking Policy

Literacy Focus	Symbol	Peer / Teacher Action	Student Action
Capital letters	'C'	Underline or circle missing capital letter, write 'C' in margin.	<i>In purple pen, put a capital letter where it needs to go.</i>
Spelling	'SP'	The word underlined with 'SP' written above it. -In English & MFL, students are to use dictionaries to correct the spelling. -For other subjects teachers are to write the correct spelling in margin.	<i>Students should copy out the correct spelling 3x in purple pen underneath.</i>
Paragraphs	'NP' or '///'	NP// where the paragraph should be	<i>Student re-reads work and address this in PP redraft/upgrade.</i>
Punctuation	'P'	The phrase underlined, with 'P' written above the punctuation error / missing punctuation mark. Advice from teacher in margin – e.g. full stop, comma, question mark.	<i>In purple pen, put the correct punctuation where it needs to go.</i>
Grammar	'G'	A 'G' placed where there is a grammar error such as word order, phrasing or tense issues. Advice from teacher in margin if needed.	<i>In purple pen, amend the error and write out the sentence correctly.</i>

- All teacher marking should be done in **green pen**.
- Peer Assessment should be done in **red pen**.
- Student work in response to advice should be in **purple pen**.

- Teachers should mark for literacy following their **department literacy policy**.
- **Selected pieces of work should be identified** on the **assessment plan** that will be marked for literacy.

Student Response to Literacy Marking:

Students should always:

- *complete corrections of all SPAG errors, as indicated by the teacher, in purple pen.*
- *spelling corrections should be done carefully to make sure they are accurate.*

As directed by teacher:

- *re-draft the piece with a purple pen to incorporate improvements / corrections;*
- *address corrections in their next piece of work.*

Communications – The Speaking and Listening Agenda

Core Strands:

<u>Speaking and Listening Focus</u>	<u>Detail</u>
Speak like a specialist	<i>Whenever possible, model the use of subject terminology and key subject vocabulary yourself – also remind students to do this when speaking.</i>
In full sentences please...	<i>When students verbally respond to a question, please remind them to speak ‘in full sentences please’ so that they get used to using the question content in their responses and having to speak in an articulate manner.</i>
Extend your response	<i>When students give a verbal response, ask them to extend what they are saying and elaborate on their ideas. Encourage the use of words such as, ‘however’, ‘therefore’, ‘additionally’, ‘furthermore’ etc.</i>
Use formal language	<i>Insist that formal language is used within the classroom. Correct students when they use colloquial language/terms and model the use of this yourselves. Ask them, ‘how could we say that in a more formal way?’</i>
Clarity and projection	<i>During lessons insist upon students projecting when contributing verbally – ask them to repeat themselves if you can’t hear what they’re saying and ask them to rephrase if they are not clear in their response.</i>