

# St. Joseph's Grammar School

## Scoil Iósaef



## Literacy Policy

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*'Literacy permeates and develops learning in all areas of the curriculum, formal and informal and all areas of social interaction and development.'*

(*'Every School a Good School'*, D.E. June 2009)

## Context

The School Improvement policy document, 'Every School a Good School', has outlined indicators of what will be recognised as effective performance under four headings;

1. Child centred provision
2. High quality teaching and learning
3. Effective leadership
4. A school connected to its local community

['Every School A Good School' DENI 2009](#) (Click on link to access document)

'**Count, Read: Succeed**' *A Strategy To Improve Outcomes in Literacy and Numeracy* (2011) states that 'A solid foundation in literacy and numeracy is essential to ensure they (young people) can contribute effectively to the economy and society and live fulfilling lives.' The aims of the strategy are to:

1. Support teachers and school leaders in their work to raise overall levels of attainment in literacy and numeracy among young people; and
2. Narrow the current gaps in educational outcomes.

['Count, Read: Succeed' A Strategy to Improve Outcomes in Literacy and Numeracy \(2011\)](#) (Click on link to access document)

## Rationale

All teachers at St. Joseph's Grammar School are teachers of literacy. In this school we believe that the effective use of language for learning is the responsibility of all teachers and learning support staff across the curriculum. We recognise the importance of providing a stimulating learning environment where resources are designed to enhance pupils' learning and skills. Every teacher should promote and nurture the speaking, listening, reading writing and thinking skills of all the students in their care. Our pupils' literacy skills, ie. their ability to talk, listen, read and write effectively, for purpose and audience, is the key to educational progress, to social integration and to personal development and happiness.

We aim for a 'co-ordinated and effective cross-curricular emphasis on literacy that supports all teachers in recognising and exploiting opportunities to support the development of literacy through their teaching.' *A Strategy for Raising Achievement in Literacy and Numeracy- Consultation Document.*

**In accordance with our school development plan, the central purpose in the promotion and development of literacy is to enhance and raise standards so that St. Joseph's can continue to provide a high quality of education, not only to fulfil statutory requirements but also to serve the needs and aspirations of the students.** Good literacy standards will enable the students to gain access to all subjects, to enjoy learning and to communicate effectively. Poor levels of literacy impact negatively on pupil performance and self-esteem.

The vision of the Department of Education (DE) is '*to ensure that every learner fulfills her or his full potential at each stage of their development.*'

'Literacy focuses on promoting and developing each child's ability to understand and use language as an integral part of the learning process across all areas of the curriculum. This emphasis enables pupils to interact effectively with the world around them, to express themselves creatively and to communicate confidently

(through Talking and Listening, Reading and Writing) using a variety of skills and media'. (**Count, Read, Succeed, DENI 2011**)

This policy document will outline the strategies and approaches we will support and develop in order to ensure that each pupil becomes equipped with the necessary language, knowledge, understanding and skills.

### **Definition:**

Literacy can be defined on a number of levels. It is obviously concerned with the ability to read and write, but a fuller definition might be, 'The ability to recognise, understand, use and manipulate conventions of spoken, written and visual language.' (DENI).

Literacy development is a lifelong process whereby language is used, shaped and refined. Literacy is an integral part of the learning experience, crossing all subject boundaries. Literacy is a shared responsibility; each subject teacher can make a valuable contribution to literacy through the demands and opportunities of his/her subject.

Literacy is the ability to read and use written information and to write appropriately and legibly, taking account of different purposes, contexts, conventions and audiences. It involves the development of:

- ✓ An integrated approach to the acquisition of speaking, listening, reading and writing skills across the curriculum;
- ✓ Knowledge that allows a speaker, writer and reader to use language appropriate to different social situations;
- ✓ Formal and informal language across all areas of social interaction; and
- ✓ The ability to read, understand and use information in multiple formats and platforms, including traditional print and on-screen material.

### **'Count, Read: Succeed'**

'Every School a Good School' defines literacy as 'the ability to read and use written information and to write appropriately and legibly for a range of purposes, within a range of contexts and for a variety of audiences. It also involves the integration of talking, listening and critical thinking with reading and writing and includes the knowledge that enables a speaker, writer and reader to recognise and use language appropriate to different social situations. *Literacy permeates and develops learning in all areas of the curriculum, formal and informal and all areas of social interaction and development.*'

### **Purposes**

To ensure that the Literacy Policy for St. Joseph's Grammar School is a living, working document, that is accessible to all staff. We have clear purposes that are pupil centered:

- ✓ To raise literacy standard for all.
- ✓ To evolve, promote and share an agreed view of literacy and its development in the school.
- ✓ To raise awareness of the central importance of language in all its forms and to encourage the enjoyment of learning across the curriculum, both formally and informally.
- ✓ To highlight the need to set targets and produce effective, workable, whole-school departmental action plans.
- ✓ To utilise ICT and assistive technology to develop awareness of the changing nature of literacy and to extend the range of literacy skills for all.

## **Policy Aims**

This policy document will outline the strategies and approaches we will support and develop in order to ensure that each child becomes equipped with the necessary language knowledge, understanding and skills.

1. To promote Literacy as an essential life skill to enable young people to develop as individuals and contributors to society;
2. To promote positive attitudes towards Literacy among pupils and staff;
3. To ensure the involvement of all departments in the promotion of Literacy across all subjects;
4. To ensure that Literacy remains a key priority of the School Development Plan and as a result must continue to be a priority at all levels within the school, classroom and departments.
5. To create a shared accountability, with progress in Literacy tracked to ensure improvement is achieved and maintained;
6. To increase teachers' understanding of the contribution which Literacy can make to each curriculum area;
7. To employ a range of teaching strategies and styles to meet the needs of all learners including those from the Irish Medium Stream (IMS) and students with S.E.N and Sp.L.D.;
8. To encourage the pupils to take responsibility for their own learning;
9. To ensure the English Department takes a leading role in the promotion and development of Literacy across all subjects;
10. To support any department that is not making adequate provision for the promotion of literacy to put clear actions in place to address weakness.

## **Pupil Centered Provision- Inclusion**

'A clear commitment exists to promoting equality of opportunity, high quality learning, a concern for individual pupils and a respect for diversity'. (**'Every School a Good School'**)

We aim to provide for all pupils so that they reach their full potential in English according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and those with special educational needs in order to take steps to improve their attainment. Gifted children will be identified and suitable learning challenges provided.

We aim to ensure through effective learning and teaching that the needs of all pupils are met and they reach their full potential when speaking, listening, reading and writing. The following indicators from 'Every School a Good School' will be reflected in our approaches:

- Decisions on planning, resources, curriculum and pastoral care reflect at all times the needs and aspirations of the pupils within the school;
- A clear commitment exists to promoting equality of opportunity, high quality learning, a concern for individuals and a respect for diversity;
- A school culture of achievement, improvement and ambition exists with clear expectation that all pupils can and will achieve to the very best of their ability;
- Effective interventions and support are in place to meet the additional education and other needs of pupils to help them overcome barriers to learning; and
- There is a commitment to involve young people in discussions and decisions on school life that directly affect them and listen to their views.

**At St. Joseph's, we intend that, by the end of Key Stage 3, a pupil will be able to:**

- ✓ Speak confidently to a range of audiences with an awareness of purpose;
- ✓ Read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct;
- ✓ Have an interest in books and read for enjoyment;
- ✓ Have an interest in words, their meanings as well as developing a growing vocabulary in spoken and written forms;
- ✓ Understand a range of text types and genres and be able to write in a variety of styles and forms appropriate to the situation;
- ✓ Develop the powers of imagination, inventiveness and critical awareness;
- ✓ Use a suitable technical vocabulary to articulate their responses.

### **Statutory Requirements**

Statutory requirements for the teaching and learning of English are laid out in the Northern Ireland Curriculum for English (CCEA, 2007) and include:

**At Key Stage 3 (Years 8-10)**, pupils should learn to change the way they talk and write to suit different situations, purposes and audiences. They should read a range of texts and respond to different layers of meaning in them. They should explore the use of language in literary and non-literary texts and learn how the structure of language works. English teachers must assess and report on Using Communication using the levels of progression.

### **Aims for Literacy Development:**

The primary aim is to raise standards across the school and:

- ✓ Enable children to communicate clearly and with assurance, using appropriate forms of speech – in formal and informal situations.
- ✓ Develop children's key skills in all areas of language so that they can use language for a variety of purposes and audiences;
- ✓ Teach children to read fluently and with understanding;
- ✓ Develop children's knowledge of and familiarity with a wide range of literature, both fiction and non-fiction;
- ✓ Develop children's ability to use information texts and to locate, extract and use relevant information;
- ✓ Develop writing skills for a range of purposes and audiences;
- ✓ Promote ICT as a medium for the further development of language across the curriculum and encourage the use of assistive technology to enhance pupil development.

### **Outcomes:**

The desired outcomes are that the pupils will:

- ✓ have clear and legible handwriting;
- ✓ understand spelling systems and use them to spell and read accurately;
- ✓ show responsibility when correcting spellings and searching for correct spelling and definitions;
- ✓ have a growing vocabulary to be used to aid their comprehension and expression;
- ✓ be able to think imaginatively, creatively and critically;
- ✓ be competent and confident readers;
- ✓ develop fluency and confidence when speaking;
- ✓ be able to plan, draft, revise and edit their own writing;
- ✓ Be able to identify different forms of writing.

**Equal opportunities:**

All children are provided with equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

**Promoting Literacy throughout the school:**

In St. Joseph's we believe that Literacy is not simply learnt in the classroom – pupils can develop skills outside the classroom by participating in extra-curricular activities. Pupils are encouraged to participate in a number of activities to improve Literacy skills:

- Public speaking and debates;
- Quizzes;
- School Newsletter;
- Writing Competitions;
- Drama Club;
- Spelling BEE;
- ReadOn (NICFC);
- School/class masses;
- Feiseanna;
- National Poetry Day;
- National Book Week;
- Visiting poets and writers;
- “media” literacy (movie making competitions);
- Wall displays to celebrate students’ work;
- Literacy notice boards shared with all staff;
- Staff training on Literacy across the curriculum;
- Signposting of Literacy on all departmental schemes/units of work and lessons plans;
- Literacy as part of our PRSD and pupil pursuit observations; and
- Literacy included when marking for improvement.

**Organisation and Methodology:****Developing Reading Skills across the Curriculum:**

Teachers cannot teach reading skills once on a particular subject and then assume that they have been learned. These skills must be explicitly taught and reinforced by all teachers. Pupils must be provided with opportunities to practise, develop and refine these skills. They can only improve reading by reading.

Reading instructions need to be carried out in each subject area because:

- Reading skills developed in one subject area are not automatically transferred to other subject areas. For example, the ability to make inferences about a novel does not necessarily ensure the ability to complete the same task with an informational text. Skills used to read a novel in English are not necessarily helpful when reading symbols in mathematics or science.
- Each subject area has its own language. The meaning of the same words can differ from subject to subject.
- Reading is a problem-solving activity – a means for achieving particular purposes. Pupils read for many reasons – to locate information; to develop an understanding of a topic; for pleasure and enjoyment.

## **Promoting Reading in St. Joseph's**

A central part of our Literacy Policy is to create a reading ethos. This means raising the profile of reading and Literacy across the school. To this end the following strategies are encouraged:

### **(i) Providing a safe environment**

Creating a positive atmosphere, where pupils are confident that any shortcoming in their reading skills will not lead them to being humiliated, is crucial. Teachers should exercise care when asking pupils to read aloud to the whole class. Silent reading as an alternative may not stimulate the pupils. An effective alternative is to include paired or group reading. This can also be a good way of supporting reluctant readers.

As we have no physical library, it is important that English teachers are assigned library lessons so that they can model and share reading. All pupils are encouraged to join libraries NI and teachers will show pupils how to access the library app.

### **(ii) Keeping Literacy in the Public Eye**

All departments should ensure that the walls of the school celebrate reading by displaying the pupils' work. It is important that the work is corrected for spelling and grammatical errors, and is neatly and legibly presented (to promote good literacy practice). Displays give the message that reading and literacy are valued in St. Joseph's. The pupils can learn from reading other pupils' work.

(iii) The role of the Library; the library is pivotal in supporting Literacy across the curriculum and should be used for project or research work. Teachers are encouraged to provide the pupils with a list of appropriate references that are available in the library. This will encourage further reading. Due to omission of our library, English teachers are encouraged to keep a class library of relevant sources. We very much look forward to the completion of SEP2 and the new library provision.

(iv) Using ICT to enhance and promote literacy within the school; Accelerated Reader, Read Write and Gold (Text Help) and Nessy.

(V) Better Reading Partnership; standardised reading score and PIE score is used to identify pupils most in need of support. Pupils will take part in the ten week programme facilitated by a LSA and their reading will be assessed at the end of the cycle.

## **Strategies to support reading across the curriculum:**

There are many and varied reasons why pupils need support to develop their reading skills. Reading demands differ across subject areas. Pupils are attempting to read and comprehend unfamiliar and challenging vocabulary. They have to read complex material and in a variety of contexts. Below are some approaches for improving reading:

1. Identify subject specific vocabulary or core content words. The extent to which core subject vocabulary is actively taught, (i.e. talking about it, reading the words, spelling the words) underpin successful literacy development at all levels.
2. Raise the awareness of "sight" vocabulary as a skill area for reading. Pupils learn "sight" vocabulary through regular reading and reinforcement of the same words.
3. Raise awareness of prediction as an essential reading skill.
4. Raise awareness of comprehension levels (reading to understand).
5. Raise awareness of information-finding skills.

## **Reading Methods**

### **1. Previewing the text**

The purpose of previewing a text is to make pupils aware of the structure and organisation of the text (blurb, index, contents, chapters, study guide section, bibliography etc); to locate and extract information by skimming and scanning; to use the features of the text (headings, conclusions, captions etc) to aid comprehension and to model ways of finding information from the text, so that pupils are able to access information when they are working independently.

### **2. Directed Silent Reading**

The purpose of silent reading is to develop independent reading skills and encourage autonomy in the learning process. The teacher should set an open ended focus question to provide a purpose for reading. Pupils can jot down their own questions on what they have read.

### **3. Group/paired Reading**

The purpose of group or paired reading is so that pupils can assist each other in the learning process by reading together. It also builds interactive skills. In small groups pupils can assist each other by referring closely to the text and discussing the focus question. The class can discuss unresolved questions at the whole group level.

### **4. Guided Reading**

The purpose of guided reading is to familiarise pupils with the language and structural features of a particular text type or genre. Students read and make notes on shared features. Teachers should set a focus question, e.g. "What is similar about the way these two texts are organised on the page?" The whole class can share their responses.

### **5. Diagramming**

The purpose of diagramming is to teach pupils how to extract and represent information from a text and reproduce it in diagram form – such as mind map or chain. The purpose of the task is to teach pupils how to extract information from what they have read.

## **Writing across the Curriculum:**

We aim to raise achievement through the improvement of pupils' writing skills. Writing skills are closely linked to reading and oracy. In St Joseph's we aim to have a strong focus on the teaching of specific skills in spelling and grammar. The pupils will have experience of the full writing process: planning, editing and redrafting their work. The features and layouts of a full range of writing genres will be taught in both fiction and non-fiction with opportunities to write in these genres across the curriculum. There will be a strong focus on writing in context.

## **Strategies for Raising Standards in Writing:**

### **1. Identifying different "types" or genre**

Pupils do not naturally know how to produce the various written texts required of them in their various subjects. They need to be explicitly taught the elements of different text types so they can confidently identify and use them for the variety of purposes demanded of them - socially and academically.

As a way of introducing pupils to different genres writing frames can be useful. They provide a skeleton outline for a piece of writing around which pupils can structure their own ideas. This outline provides a coherent structure. The process works as follows:

- (i) Teacher models the process (through demonstration/ explanation/ samples);
- (ii) Joint activity (teacher and class complete a writing frame);
- (iii) Pupils use frame to support their writing;
- (iv) Independent activity - pupils can now structure their own writing without the help of a frame.

## 2. Group Tasks

Pupils can work together on writing with each pupil working on a specific topic or area, with a common focus. This is particularly effective as a means of differentiation in the classroom, for less able students can work with high achievers. Group work is good for projects and/or coursework.

### Spelling:

The Literacy Audit (May 2005) revealed that inadequacies in spelling was an area for concern in many subject areas. All subject teachers need to be responsible for the teaching of spelling. In every lesson and in each subject, pupils face challenging spelling situations. Each subject has its own specialised vocabulary, which pupils are expected to recognise, understand and apply in their writing. In the Literacy Audit (2010) it was evident that teachers endeavoured to improve spelling by good classroom practice. Strategies include subject specific Key words on display, spelling quizzes and the availability of dictionaries where possible. Literacy audit, April 2013 illustrated that staff's main concerns were 'chronically poor spellers' and 'encouraging reading around the subject'.

### Spelling Strategies:

No single approach will enable all pupils to improve their spelling skills. They need to be exposed to a variety of strategies from which they select those suited to their own learning style, and we must appeal to audio, visual and kinaesthetic learners. When they are able to select strategies that they find personally effective, they should be encouraged to practise and develop these.

The strategies are:

- ✓ Tried and tested! – All children should be taught the following simple, successful routine for learning to spell: **LOOK, SAY, COVER, WRITE, CHECK.**
- ✓ Rewrite the word;
- ✓ Mnemonics. Memory tricks to remember how to spell difficult words, e.g. You can hear your heart, or you go to your business on the bus. The best ones are the ones you create for yourself.
- ✓ Picture the word. Practise visualising the word and then writing it down as you “see” it. Use the “look, cover, spell, check” method.
- ✓ Saying the word aloud. Say the word aloud and write it down a number of times. This strategy helps aural memory, but it is vital that you pronounce the word correctly!
- ✓ Advertise. Take the words that are frequently spelt incorrectly and display in prominent place, for many pupils are visual learners.
- ✓ Link to what pupils already know about words. Use inductive questions to find out if they have heard the word, or words that are similar, or if they know what it means or how to spell it. Draw on their prior knowledge.
- ✓ Provide opportunities for pupils to predict the meaning of difficult words in text, using context clues.
- ✓ Use the teachable moment to focus on common errors - plurals, apostrophes, etc.
- ✓ Word Games – such as scrabble, using subject specific words.
- ✓ Expect pupils to do something with spelling errors. If they are filed away without doing anything about them they are unlikely to improve. One suggestion is to compile personal word banks.
- ✓ Model the correct spelling of words within lessons - let pupils hear, read and see the language.
- ✓ Proof reading - can be done as a collaborative process.
- ✓ Dictionaries - Pupils should be encouraged to use these fully. However, sometimes dictionaries do not work within a specific context.
- ✓ Ask someone such as a parent, teacher or peer to help correct spelling.
- ✓ Computer spell checks. Caution must be exercised as all errors may not be picked up and the Americanisms may confuse.

There is some provision for pupils who are particularly weak in spelling. These pupils should be referred to their English teacher so that they can take part in the English Mentoring Scheme where assistance is provided in years 8, 9 and 10. The Year 8 students are tested in spelling in September, where we try to ascertain which students need the assistance.

### **Developing Speaking and Listening Across the Curriculum**

Talking and Listening is central to learning – pupils must be taught the skills in talking and listening so that they can express themselves and communicate effectively. This is essential, not just for school but for the world of work. In developing oracy skills we will fulfil the aims of the school by developing pupils' confidence and self-expression. Talking and Listening will help pupils become familiar with the language and concepts of a topic.

### **Aims for developing Oracy**

To help pupils to:

- values and respect the talk of others;
- develop confidence in self-expression in a positive, non-threatening atmosphere free from ridicule;
- feel able to take risks in language;
- value talking and listening as an essential means of learning;
- learn to select from, question and challenge what they hear;
- understand the power of spoken language in their lives;
- Use varying degrees of formality appropriate to their purpose and audience.

### **Activities for promoting speaking and listening:**

- Brainstorming.
- Plenary at end of a lesson.
- Role Play.
- Mime.
- Conscience alley.
- Four Corners.
- Group Presentations.
- Clusters.
- Quizzes.
- Hot seating.
- Speeches and individual presentations.
- Debates.

### **TS and PCs/Cross-curricular opportunities for literacy development:**

Teachers will seek to take advantage of opportunities to develop Thinking Skills and Personal Capabilities and to make cross-curricular links. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through language lessons to other areas of the curriculum.

The following aspects should be considered:

- awareness of different styles of learning and the need to encourage pupils to use their visual, auditory and kinaesthetic channels for better learning;
- use of a range of active learning strategies in the classroom, including drama strategies;
- use of the structure of Philosophy for Children to develop reasoning skills, if possible and appropriate; and

- Ensure effective questioning\* by the teacher and pupils. (\*Reference Bloom's Taxonomy and higher order thinking (HOT) skills)

### **The role of ICT in supporting and developing Literacy:**

In St. Joseph's we aim to make maximum use of ICT across the curriculum to promote literacy skills in our pupils – as well as developing competence in ICT skills. Pupils should have ample opportunities to gain confidence in the use of ICT, for example in using word processors for drafting, using spreadsheets and databases, and using CD-ROM and the Internet for research. We recognise the influences of new technologies on the learning process – and the opportunities it provides.

Suggestions for using ICT to promote literacy:

- ✓ Word processing (essays, assignments, coursework etc);
- ✓ Desktop publishing;
- ✓ Databases;
- ✓ Spreadsheets;
- ✓ Internet Access;
- ✓ Software which contributes to language development;
- ✓ Use of Audacity to create podcasts;
- ✓ Apple TV to share good practice;
- ✓ A range of texts available in electronic form;
- ✓ Use of electronic dictionary and spellcheckers;
- ✓ Encourage use of literacy apps;
- ✓ E-Mail;
- ✓ Movie Maker;
- ✓ Use of assistive technology;
- ✓ PowerPoint.

### **Assessment and target-setting**

Work is assessed in line with the School Assessment Policy.

In addition to this the English teachers carry out a baseline assessment of all Year 8 pupils in September, using NFER Nelson reading and comprehension papers. This informs teachers of students who may need extra help and we can assess what provision is required.

The school collates a range of literacy assessment data including:

- Results of GL Assessment (where applicable);
- SEN information from the feeder primary schools;
- Reading Ages;
- PIE (Progress in English) test results;
- Summative and formative assessments; and
- Formal Academic tracking results (October, Christmas, March and Summer).

### **Key Stage 3**

#### **Progress in English Testing:**

- Year 8:
  - All Year 8 pupils will be tested using the GL Progress Towards English tests. The test will occur at the beginning of Year 8 (PTE11). The result of the test will be analysed and shared with all teaching staff to help inform differentiation. Students recognised as needing additional support in English and/or Literacy will be offered intervention progress.

- All Year 8 pupils will complete the NFER Nelson Baseline reading assessment. The test will occur at the beginning of Year 8. The result of the test will be analysed and shared with all teaching staff to help inform differentiation. Students recognised as needing additional support in English and/or Literacy will be offered intervention progress.
- Pupils will complete PTE 12 at the end of Year 8 to assess progress and this result will be used as a baseline for Year 9.
- Pupils will complete the NFER Nelson Baseline reading test at the end of year 8.
- Year 9:
  - All Year 9 pupils will complete the NFER Nelson Baseline reading assessment. The test will occur at the beginning of Year 9. The result of the test will be analysed and shared with all teaching staff to help inform differentiation. Students recognised as needing additional support in English and/or Literacy will be offered intervention progress.
  - Intervention programmes will continue if any pupil continues to fall into the low achiever or underachiever brackets. Pupils will complete PTE13 at the end of Year 9 to assess progress and this result will be used as a baseline for Year 10.
  - Pupils will complete the NFER Nelson Baseline reading test at the end of year 9.
- Year 10:
  - All Year 10 pupils will complete the NFER Nelson Baseline reading assessment. The test will occur at the beginning of Year 10. The result of the test will be analysed and shared with all teaching staff to help inform differentiation. Students recognised as needing additional support in English and/or Literacy will be offered intervention progress.
  - Intervention programmes will continue if any pupil continues to fall into the low achiever or underachiever brackets. Pupils will complete PTE14 at the beginning of Year 10.

All results are analysed, cross referenced and supported. They are used along with Midyis results and teacher reports and feedback. Sims is used to monitor and track pupil progress.

### **Intervention Programmes**

- Use of PTE, NFER Nelson Baseline Reading Tests and Midyis Vocabulary score to assess pupils' needs.
- School Data Manager to disseminate results of PTE including: Standardises score, stanine, Reading Narrative Score and Reading Non-Narrative Score.
- Referrals of concern from subject teacher to SENCO.
- Mentoring Years 8-10.
- Withdrawal (one-to-one support with LSA).
- Use of assistive technology- 'Nessy Programme' with LSA.
- Better Reading Partnership with LSA.
- Use of Area Learning Mentor.
- Use of assistive technology 'Read, Write- Gold!' and 'Fluency Tutor'
- Talking Partners.

### **Special Educational Needs:**

Pupils with Special Educational Needs are identified and assessed as early and thoroughly as is possible. The SENCO will inform teachers about those pupils with Special Educational Needs and an Individual Education Plan will be put in place. The Literacy co-ordinator will endeavour to work closely with the SENCO to ensure all pupils are getting every opportunity to develop their Literacy skills.

The centrality of Literacy in all curriculum areas require that talking, listening, reading, writing, spelling and presentation are likely to be the focus of the support given to children with S.E.N. Targets will be set for each term (as outlined in the S.E.N. Policy) in the IEPs. Where possible the Literacy co-ordinator can provide assistance for pupils with S.E.N, such as English Mentoring or Paired Reading. However it is the role of every teacher to provide support in the classroom.

### **The purpose of Homework in supporting Literacy:**

Homework is seen as an integral element of St. Joseph's assessment policy and practice. We view homework as valuable for the following reasons:

- It reinforces and consolidates basic skills learned in the classroom;
- It encourages independence and allows pupils to take responsibility for their learning;
- It enables children to use materials and other sources of information which may not be available in the classroom;
- It can involve the parents in the pupils' work for their mutual benefit. Parents can gather information about the nature and standards of their children's work and progress.

### **Language across the Curriculum: Lessons with a Language Focus:**

Literacy is embedded across the curriculum and should be signposted on all schemes and units of work. It is not taught as a separate subject, it is part of every lesson. Whilst subject teachers may find opportunities for supporting and developing language skills in their lessons, they may also consider it appropriate with some classes/pupils to devote occasional lessons to a more conscious focus on language.

Here are some examples of activities which focus on language skills - no teacher is expected to cover everything on the list.

The academic timetable for 2014 - 2015 enables CB to team-teach offering literacy support to 9I lesson 4 on a Friday and 10I Lesson 10 on a Friday.

### **Possible lesson approaches:**

1. Reviewing and reflecting on previous knowledge/information (Focus: Oral):

- Thought-shower/Brainstorming;
- Pupils in pairs devise 2 or 3 questions on the topic – discuss with another pair and try to answer each other's questions;
- Use a piece of text – pupils extract the main points discussed previously.

2. Active responses to information given (Focus: Oral; Reading; Writing):

- text with questions; feedback through pairs/group;
- Video/DVD – each group is asked to locate specific information in a video/DVD/website. Feedback from each group – perhaps a brief presentation;
- Research using textbooks or IT software.

### 3. Reading Continuous Texts (Focus: reading)

- Reading novels, poems, newspaper articles, travel books, reports, information
- leaflets, text books. Reading any text will raise awareness and develop understanding of language.

### 4. Reading for Information (Focus: reading)

- Use dictionaries, thesauri, encyclopaedia, plans, maps, diagrams, reference books, databases, CD ROMS;
- Encourage skimming, i.e. picking out the key points of information in a text through the use of headings or key sentences;
- Teach scanning, i.e. researching particular information through the use of lists of contents, indexes, headings, key sentences, key words, Library.

### 5. Writing for an audience other than the teacher (Focus: writing)

- writing instructions to be carried out by other pupils;
- writing a report or a guide as a booklet for younger pupils;
- writing for a display.

### 6. Tabulating, note-making, explanatory writing (Focus: writing)

- experience of preparing tables, databases for presentation of information;
- note-making – pupils should be encouraged to make their own notes, keep a log of how they carried out an activity/experiment;
- Self-evaluation – pupils should have the opportunities to reflect on the work they have done and make suggestions for how they can improve.

## **Role of the Literacy Co-ordinator**

The Literacy Co-ordinator should be responsible, in consultation with the Principal, teachers and parents, for improving the standards of teaching and learning in Literacy through:

Monitoring and evaluating Literacy through:

- pupil progress;
- management and analysis of relevant data;
- provision of Literacy (including Intervention and Support programmes);
- the quality of the Learning Environment;
- the deployment and provision of support staff;
- Auditing and supporting colleagues in their CPD;
- Taking the lead in policy development;
- Purchasing and organising resources;
- Keeping up to date with recent Literacy developments;
- Maintaining contact with all concerned: Principal, Senior Management in the school, teachers, other staff, parents, and pupils;

- Ensuring channels of communication are open and active with all relevant outside agencies, including DENI, the Board, RTU, CCEA, etc.

### **Duties of a Literacy Co-Ordinator:**

- Leadership and direction, in consultation with Head of English (Karen Donnelly), Numeracy co-ordinator and SENCO (Michelle McCoy), Head of IMS (Dessie Tennyson) Curriculum Manager (OrlaMcCourt) Area Learning Mentor (Una McCorley) and Literacy ALC.
- Developing links and sharing information from feeder primary schools.
- Sharing of Literacy Action Plan with all staff.
- Management and organisation of teaching strategies, interventions, additional personnel, materials.
- Administering baseline assessments and disseminating relevant data.
- Keeping abreast of new interventions and assistive technology to engage students.
- Maintaining clear and supportive links with parents/guardians.
- Encouraging pupils to take responsibility for their learning, development and progression.
- Establishing and encouraging high standards.
- Policy development and monitoring.
- Ensuring the needs and abilities of all pupils are met.
- Supporting, guiding and motivating colleagues.
- Evaluating and ensuring the provision of appropriate in-service training for staff.
- Evaluation of the effectiveness of teaching and learning.
- Monitoring: base-lining, target-setting and evaluation.
- Keeping up to date with recent initiatives and research and advising colleagues appropriately.
- Ensuring continuing professional development.

### **The Board of Governors**

The governors are kept informed of the progress of English provision and the standards being achieved by the school, through exam results data (KS3, GCSE and A Level); events to improve literacy etc. Mrs C Hanna Literacy co-ordinator gave comprehensive feedback to the Board of Governors on 22nd January 2015, including a written report.

### **A School connected to its Local Community:**

In St. Joseph's we appreciate the value of our parents and wider community in supporting the education of our pupils. We have good relationships that between the school and parents and the wider community.

### **Parental involvement:**

- Reading lists generated by PTE tests sent home to students with significantly low reading scores.
- Attendance at induction programmes at the beginning of the academic school year in Years 8, 11, 12 and sixth form.
- Involvement in DELTA
- Attendance at parents' nights or information sessions
- Encouraging reading and discussing topical issues with their children at home
- Supporting homework
- Involvement in Book Week

- Participation in paired reading programmes, if appropriate.

**Community links include:**

- Growing links with feeder primary schools and the development of the cross-phase literacy C.P.D programme.
- The Community Link Programme.
- Useful and active links with the local primary schools (e.g. P6 Fun Day).
- Visits from guest speakers from health boards; NIFS; PSNI.
- Involvement in local cultural events (Bardic Theatre/ Beam/Craic Theatre).
- Links with local businesses (Business Studies/ STEAM/Art).
- Torrent Tots (local nursery school).
- Work experience links with local industry.
- Armagh Diocesan Lourdes Programme.
- Visits from the Dungannon branch of Soroptimist International.

**Some Examples of Opportunities for the Development of Language across the Curriculum at Key Stage 3 and 4**

**Oral Communication Skills**

**Other Subjects**

Talk for a range of purposes, including exploration, analysis and development of thinking.	<p><b>ICT:</b> collect and amend quantitative and qualitative information for a particular purpose, e.g. when gathering information on people’s leisure interests for inclusion in a database.</p> <p><b>Mathematics:</b> use mathematical reasoning, initially when explaining, and when following a line of argument, recognising inconsistencies.</p>
Adapt presentation to different audiences.	<p><b>Art:</b> express ideas and opinions and justify preferences, using knowledge and appreciation of art and design.</p> <p><b>Technology:</b> consider the needs and values of intended users and develop criteria for their design, e.g. through discussion with each other and potential users.</p>
Listen attentively, distinguish features of presentation; ask and answer questions and modify ideas in the light of what others say.	<p><b>Geography:</b> listen to briefing before a fieldwork exercise, asking questions and identifying the key questions for investigation during the work.</p> <p><b>Music:</b> listen with understanding and discriminate within and between the musical elements.</p> <p><b>Science:</b> listen to a classmate describe how the abuse of alcohol, solvents and other drugs affects their health.</p>

Participate in a range of drama activities, including role-playing and performance of scripted and unscripted plays.	<b>History/Religion:</b> communicate knowledge and understanding by working in groups to present and analyse the viewpoints of selected countries in re-enactment of an event.
Debates.	<b>History/Religion/Citizenship.</b>

### Reading Skills

### Other Subjects

Read a wide range of non-fiction texts, e.g. journals, diaries, leaflets, articles, reports, letters procedures, directories, information texts, instructional texts.	<b>Home Economics:</b> read for information, instructional leaflets, and consumer reports. <b>History:</b> analyse and evaluate interpretations, e.g. compare, contrast and evaluate a range of sources to investigate different interpretations of Dunkirk.
Read a wide range of media, e.g. magazines and newspapers.	<b>Geography:</b> read a magazine article about river pollution, selecting key points to produce a flow chart. <b>Science:</b> collect information about the beneficial and harmful effects of radiation on matter and living organisms.
Select, compare and synthesise information drawn from different texts, e.g. ICT-based sources and printed articles.	<b>Mathematics:</b> read reference books for research on a mathematical topic, the instructions for various IT applications, and a mathematics dictionary. <b>Technology:</b> read for information about techniques in worksheets, textbooks and technical datasheets.
Distinguish between fact and opinion, bias and objectivity.	<b>History:</b> learn how different historical events have been interpreted differently, e.g. read, select and compare information from different cultures about an event. <b>ICT:</b> interpret, analyse and display information, checking its accuracy and questioning its plausibility. <b>Geography:</b> consider materials about transport from different interest groups (e.g. road users, N.I.R, industrialists, environmentalists), distinguishing fact and opinion. <b>Science:</b> read about competing priorities and the decisions that have to be made about energy requirements taking into account relevant social, economic and environmental factors.

**Writing Skills****Other Subjects**

Write for a variety of purposes and audiences, to inform others through instruction and persuasion.	<b>Technology:</b> develop a specification for a product, generate design proposals that match stated design criteria and propose an outline plan. <b>Science:</b> summarise photosynthesis in a word equation.
Write to develop thinking through reviews, analysis and hypothesis.	<b>Art:</b> express ideas and opinions and justify preferences, using knowledge and appreciation of art and design. <b>Technology:</b> set out clearly the advantages and disadvantages of a particular design proposal, showing how decisions on the details were made.
Improve and sustain writing, developing competence in planning, Drafting, re-drafting, and proof-reading their work on paper and on screen.	<b>History:</b> sort information about the reasons for change in Britain in the nineteenth century, draft a report and work in groups to refine the work. <b>ICT:</b> use a range of IT equipment and software efficiently to create good quality presentations for particular audiences, integrating several forms of information.
Write for aesthetic and imaginative purposes.	<b>Geography:</b> write to express views and feelings about a changing landscape in the local area. <b>History:</b> present information about a topic such as town life in the Middle Ages in a class display.
Use knowledge of distinctive ways of organising and expressing idea and information in discursive, argumentative, persuasive and other types of non-fiction writing.	<b>Technology:</b> record information from and investigation or questionnaire, analysing it and reporting conclusions. <b>Mathematics:</b> provide written reports on work, explaining and justifying how conclusions were reached. <b>Science:</b> use diagrams, graphs, tables and charts to communicate information and develop and argument.

## **English and Literacy Screening and Support.**

The following methods will be used to gain baseline data:

- NFER GROUP Reading test carried out in September with Yrs 8, 9 & 10. A raw score will be converted to a Reading Age and a standardised score will be also given.
- PTE administered in September to Yrs 8, 9 & 10.
- PTE administered again in June of Yrs 8 – 10 to measure progress.

The Literacy Co-ordinator will use the following to ascertain whether support is necessary:

- Results from standardised READING TESTS;
- Pie RESULTS (STANINES, LEXILE SCORES, READING NARRATIVE AND READING NON-NARRATIVE RESULTS).
- IEP's
- Information from English teachers and teachers across the curriculum regarding students' performance and progress regarding English and Literacy.
- Information from Primary Schools.
- Information from previous Post-Primary Schools if student is new to year 9+.
- Requests and information from parents.
- Information and recommendations from Deborah Martinez (Literacy Support Advisor for EA).

Pupils will be offered a place on the mentoring programme if they have:

- a stanine (from PTE) well below average ;

And/ or who

- have low reading age in comparison to chronological age, lexile scores and/or low scores in reading narrative and non-narrative ;

And/or

- Have been referred to the mentoring programme by their English teacher;

And/or

- Extra literacy support has been recommended by SPLD.

The English Mentoring programme will take place during English class time. Yr13 and 14 students will work with mentees within the classroom environment, helping them with key literacy skills that they need to develop.

At times, the mentor will be supporting several pupils within the class, as directed by the teacher.

These areas for development will have been identified through PIE testing and teacher feedback which is on-going.

Staff will discuss with the mentors what specific guidance they are to give each pupil. Mentors will be directed throughout each lesson and support will be given to pupils at the discretion of the teacher, based on pupil need. The PIE testing at the end of year will help measure progress as well as feedback from mentors, teachers and parents.

The following Literacy support is offered:

- ‘Better Reading Partnership’/’Boosting Reading’ – offered to students with the lowest Reading Ages.
- One-to-one mentoring for pupils with significant literacy needs. Pupils will complete a Salford Reading Test and will spend one period a week (taken from English) with a designated Year 14 pupil. This pupil will work on reading, writing, spelling and grammar. The Salford Reading Test will be redone after a set period to time to measure progress made.
- Teachers of GCSE and A Level pupils who identify literacy as an issue in their subject will forward names to literacy co-ordinator. All staff will be issued with a stamp/sticker to ensure proofreading of each piece of work before it is submitted. Literacy co-ordinator will work on a one-to-one basis with pupils who have significant literacy issues in order to improve on QWC in all subjects.
- Teachers have been issued with a marking for literacy guide so that all teachers are marking for literacy as well as content.

Throughout the year the list of students receiving support will be reviewed. Often teacher recommendations, parental requests and developments in external assessments and reports communicated via our SENCO, as well as funding and resources may alter levels or types of support.

### English Schemes of Work

All English Schemes of Work are regularly reviewed, evaluated and updated to ensure all needs in our school are met. These are flexible, working documents and teachers must adapt, change and tailor them to suit the needs of the pupils they teach. They must use IEP’s and other baseline data to ensure work is suited to the requirements of all learners.

### Read & Write

Read & Write lets everyone read, write and express themselves more confidently. An easy to use toolbar makes documents, files and web pages more accessible to those students who require it. Read & Write is a big confidence booster for anyone who needs a little support with their reading and writing, at school. Its friendly literacy features help people with dyslexia or other learning difficulties to access the curriculum as they can

have documents read out loud, use text prediction, picture dictionaries and summary highlighters. Read & Write makes lots of everyday literacy tasks simpler, quicker and more accurate.

## Whole-School Literacy

### How to spot poor literacy (ETI, SELB PP Principals' Conference [John Anderson])

- Poor presentation in exercise books;
- Insufficient teacher feedback and literacy errors ignored;
- Lots of copying from whiteboards or dictation;
- Regurgitated notes from textbooks that are copied verbatim;
- Few opportunities for paired or small group work;
- Wide-spread use of worksheets- often poorly designed;
- Insufficient or missed opportunities for oral work;
- Teacher over-direction;
- Repeated use of low level clerical tasks;
- Dependence on unchallenging comprehension work or one size fits all text books; and
- Pupils encountering a minimal range of texts.

### Effective Strategies

1. Glossary of subject specific key words and definitions for each pupil.
2. Literacy notice board.
3. 'Stuck' boards.
4. Thought stems- a display board dedicated to common connectives or sentence stems/starters to aid the pupils and provide differentiation.
5. Literacy mats.
6. Dictionaries in good reach of the pupils.
7. Use of "writing frames", DARTS and similar approaches.
8. Key word and concept teaching by several departments.
9. Reading periods.
10. Specific contributions by English departments.
11. Enhanced SEN work, including literacy hours, reading recovery and other structured approaches.
12. Effective EAL work that influences teaching and learning practice across the curriculum.
13. Summer literacy schemes.
14. Some aspects of commercial schemes.
15. Study skills work, often involving the library/resource centre; opportunities to use library facilities before, during and after school, with staff available to help pupils.
16. Strategies in English, SEN and a range of subjects to improve the performance of boys.
17. Reading and writing clinics and clubs; homework clubs.
18. Continuing support in Key Stage 4 (and beyond), sometimes in the context of communication key skills in a vocational course.
19. Special events, including book fayres, book weeks, visiting writers, storytelling sessions, handwriting competitions.
20. Specially prepared and differentiated worksheets.
21. Marking policies and practice.
22. Literacy support workers working with nominated pupils across the curriculum.

23. P4C- Philosophy For Children, encouraging pupils to ask a variety of questions, use discussion and debate work.

24. Use of Bloom's Taxonomy of Questioning

25. Effective questioning: CPR, **Clarify, Probe, Recommend**

**[PLEASE CLICK ON THIS LINK... T:\School Improvement\Literacy August Inset\Literacy wall display](#)**

### **Mitigating the impacts of Covid-19**

Due to the restrictions as a result of Covid-19, we have been unable to offer peer to peer mentoring or any mixing of bubbles.

This has meant that we have been unable to offer the usual mentoring programme or any one-to-one LSA support.

To mitigate this- Literacy has been delivered on a whole class level by English teachers using booklets.

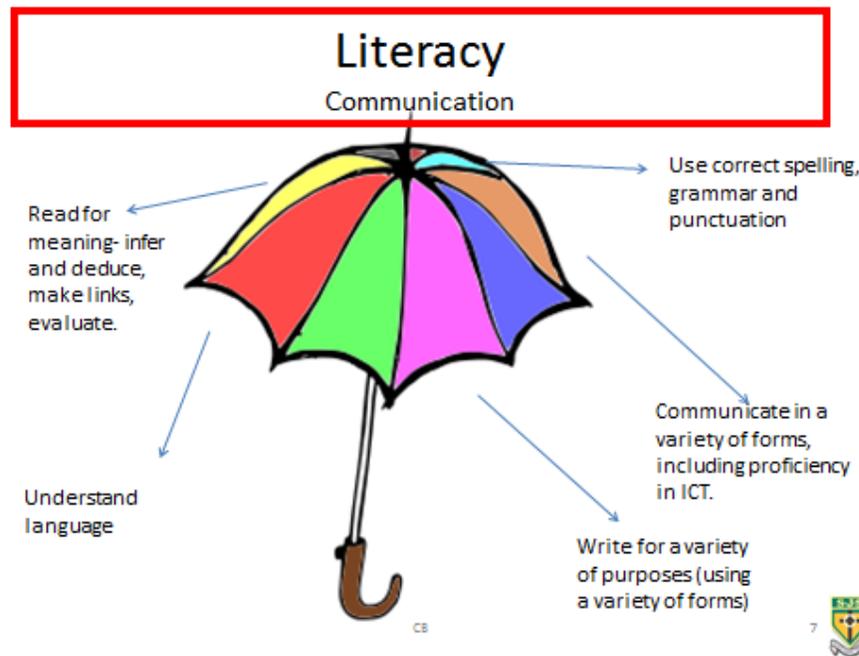
As we move into the next academic year, September 2021 we will need to review mentoring and support for both our low achieving and underachieving pupils.

- ✓ We will need a suitable venue for mentoring that will allow for safe social distancing, along with use of a screen.
- ✓ We will need extra time on timetable for withdrawal to take place.

## Utilising PTE to inform teaching and learning:

- **What is PTE?** It is a standardised test, created and administered by GL Assessment to assess a child's progress in English (Reading and Writing)
- **Why is PTE used?**  
We use this test as it provides:
  - a % score on the child's reading ability, including narrative and non-narrative; (the reading non-narrative score is particularly insightful for non literary subjects)
  - a lexile score on the child's reading fluency
  - a % score on the child's writing including spelling, punctuation and grammar;
  - Stanine scores, standardised scores, raw scores, comparison with peers and the national average
  - Progress is measured year on year up to the end of year 10
- **What do the results tell us?**
  - The results help us to contextualise the pupil and gain a fuller insight into their communication abilities.
  - The results help us to see the reading abilities of the pupils which will give us an insight into the pupils' comprehension skills, how well they understand (infer and deduce meaning of texts).
  - They also help us to see progress or indeed lack of progress year on year.
- **What do we do with the results?**  
We use the results to inform our teaching and planning. We also use the results to put provisions in place for the pupils such as differentiation of resources, literacy mentoring, and assistive technology and in some cases referral to SENCO(MMC) or SpLD advisor etc.
- **Are the results reported to pupils and parents?**  
No, not usually. These tests are not a science. Pupils can't really revise or prepare for them in the same way as other traditional tests. The aim of the test is to assess ability and progress. In some instances the results will be discussed with parents and the pupils but the scores are not 'reported' in the traditional sense of the word.
- **How are the results relevant to my planning, teaching and evaluating?**  
We need to identify students with low ability and ensure that we modify our teaching to meet their needs. **Take the information and act on it.**
- **When should I look for the results?**  
It is best to access the results as soon as they arrive (Halloween) however anytime of the term, throughout the year, post tracking would all be suitable times to access these results or ask PQ for results. Remember, forewarned is forearmed!
- **Where do I find the results?**  
All results are housed on RM Staff in the SEN folder. Hard copies are available from PQ.
- **Do we only need to concentrate on low achievers?**  
NO. To ensure we are meeting the demands of 'Count Read Succeed' we must ensure that we are helping our pupils to be adequate and sophisticated communicators. They must be able to communicate clearly and fluently via speaking, listening, reading and writing. The results from this testing are designed to help us identify pupils with specific needs and put interventions in place. Some pupils who have SpLD may not feature on PTE/PTM or MidYIS as low/underachievers.

**Literacy Checklist**  
**Reading, Writing, Speaking and Listening**



- ✓ Using our Literacy Action Plan and Literacy Policy?
- ✓ Do you know the Literacy needs of your pupils? PTE score, Midyis vocab score and reading age where possible? Note on your IEPs for convenience.
- ✓ Do you know what support mechanisms are in place for the pupils?  
Withdrawal, mentoring, Better Reading Partnership, Talking Partners?
- ✓ Aware of the whole school Literacy targets and have you integrated them into your Departmental Handbook?
- ✓ Is Literacy signposted on your schemes and units of work?
- ✓ Is Literacy included on your lesson plan in a meaningful/natural way?
  - In your learning intentions? (Remember to separate the learning from the doing)
  - In your success criteria? (Remember to differentiate) or
  - In your learning activity?
- ✓ Do you have relevant Literacy resources for your pupils? Dictionary, word bank, glossary, writing frames or notice boards?
- ✓ Do you track their progress, check if they've made accurate corrections?
- ✓ During group work, oral feedback and class discussion do you encourage pupils to develop their vocabulary, use formal language, complex vocabulary and correct grammar where possible?

Literacy Marking  
Key Stage 3

<b>Subject:</b>	
<b>Code</b>	<b>Meaning</b>
<b>Sp.</b>	Spelling error. Circle the word and write 'Sp.' Somewhere visible such as the margin. Spelling errors should be corrected three times by the pupil and checked by the teacher/LSA.
<b>Cp.</b>	Missing capital letter. Write 'Cp' in the margin or replace the lower case letter with the correct capital letter.
<b>P.</b>	<b>Punctuation error.</b> <u>Underline the error (with a scribble) and write 'P' somewhere visible such as the margin.</u> Basic punctuation errors should be corrected by the pupil and checked by the teacher/LSA. For more complex punctuation usage, it may be necessary for the teacher to add the punctuation mark and make explicit to the student, in written or verbal form how to correct it.
<b>Gr.</b>	Grammatical Error. <u>Underline the error (with a scribble) and write 'Gr' somewhere visible such as the margin.</u> Basic errors should be corrected by the pupil and checked by the teacher/LSA. For more complex errors, it may be necessary for the teacher make explicit to the student, in written or verbal form how to correct it.
^	<b>Missing word.</b>
✓	Ticks or double ticks are used to indicate positive aspects of the work which have strongly met the learning objective.
<b>Scribble/wavy line or ?</b> 	<b>This is should be used to imply that something does not make sense or further clarity of expression is needed.</b> <b>The line can be drawn in the margin or under the particular phrase.</b>
// or NP	<b>New Paragraph is required.</b> Pupils may need reminded of the TipTop rule. 
<b>S.M. "..."</b>	<b>Speech marks missing.</b> This can occur in dialogue but also when using evidence from a source/extract. Teacher should write SM in the margin or add the speech marks correctly.
<b>V.T.</b>	<b>Verb tense confusion.</b> In grammar, a <b>tense confusion</b> occurs when a writer shifts from the present tense to the past tense (or vice versa). For example, in the following sentence, the change from "saw" (past tense) to "is" (present tense) represents a tense confusion:  He <u>saw</u> that she <u>is</u> very ill.

	<p>I <u>told</u> him that he <u>can</u> drop by any time and I <u>will</u> be happy to help him.</p> <p>It is important to identify and correct tense confusions because they have a negative impact on reader comprehension.</p>
( ) or _____	<b>When a word or phrase is not required in the sentence. Put a bracket around it or place a line through it.</b>
<b>Q? or KTQ?</b>	<b>If a student fails to answer the question or refer adequately to the key terms of the question, you should write ‘Q?’ or ‘KTQ?’</b>
<b>S.E.</b>	<b>Standard English is required.</b> This should be used when a student has used colloquialisms in their writing.
<b>Insert subject specific/key stage specific AOs here.</b>	<p><b>A02- Methods</b></p> <p><b>A03- Comparison and Contrast</b></p> <p><b>A04- Relevant context</b></p>

<b>Prompts</b>	
<b>Spelling Error</b>	<b>Example</b>
<b>Wrong vowel used.</b> (A,E,I,O,U)	✓ Separate X seperate
<b>Leaving out the consonant sound.</b>	✓ Embarrass X embarass
<b>One word used instead of two.</b>	✓ A lot X a lot
<b>Wrong homophone* used.</b> *Words that sound the same but have different meanings and spellings. Sometimes called 'confusable words' in the primary school.	There, their, they're. Rose the flower or rose (past tense of rise) Weak, week. <a href="#">Lots of homophone posters on Fronter.</a>
<b>When the verb is used in place of the noun and vice versa.</b>	Practise (verb), practice (noun), stationary (verb), stationery (noun)
<b>Word endings.</b>	✓ Supplies, x supplys ✓ Surprising, x surpriseing, ✓ Admitted, x admited, ✓ Definitely, x definitley
<b>Prefix/suffix mistake.</b>	Irresponsible Unresponsible <a href="#">There is a very useful PPT on Fronter.</a>
<b>Using letters in the wrong order.</b>	✓ Portray X protray
<b>Using text language instead of Standard English.</b>	✓ Night X Nite ✓ Thanks X Thanx ✓ Great X Gr8
<b>Suffix mistake.</b>	✓ Important (importent) ✓ Religious (religius) ✓ Dictionary (dictionery)
<b>Insert subject specific terms here.</b>	✓



