



# Literacy Policy

## Literacy Policy

Date	Review Date	Coordinator	Nominated Governor
01/09/2020	01/09/2021	Mark Turner	Sam Hepworth

We believe literacy and numeracy skills are essential in order for young people to reach their potential and to be able to use these skills in everyday life.

We strongly support the statutory National Literacy and Numeracy Framework which sets out clear expectations for learners aged 5 to 15 to develop excellent literacy and numeracy skills. The National Literacy and Numeracy Framework expects schools to embed literacy and numeracy skills throughout the curriculum. It also aims to raise standards and to break the link between deprivation and educational attainment.

We acknowledge literacy is best defined as the 'use of language skills in daily activities at school, at home, at work, and in the community. It involves both using literacy skills and knowing how to use English and Welsh. Literacy describes a set of skills, including speaking, listening, reading and writing, which enable us to make sense of the world around us. Literacy is not narrowly about the mechanics of being able to decode the words on a page or write a grammatically correct sentence, although these are essential skills in their own right. It is about the skills needed to understand written and spoken language, to interpret what has been written or said, and draw inferences from the evidence that surrounds us. It is also about being able to communicate in our turn - fluently, cogently and persuasively. Literacy is based on reading, writing and oral language development across all subject areas.' (National Literacy and Numeracy Framework)

We have in place a programme of training and support in order to implement the requirements of the National Literacy and Numeracy Framework throughout the school.

We work hard to ensure that a detailed approach to the teaching and application of literacy and numeracy skills across all subjects will continue to improve standards.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We aim to be judged at least good in all school inspections by ensuring that standards for all pupils are higher than schools of a similar size and that standards continue to improve faster

than the national trend. We believe we will achieve this by ensuring the National Literacy and Numeracy Framework is effectively implemented.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

## Introduction

The following policy was devised in consultation with the staff of the English Department and the Cadogan Centre. The policy is a working document that will be reviewed at least once a year.

At St. David's College, we accept the fundamental principle that Literacy is the key to improving learning and raising standards; it enables students to gain access to the subjects studied in schools, to read for information and pleasure, and to communicate effectively. Poor levels of literacy impact negatively on what students can do and how they perceive themselves. The teaching of literacy is not the responsibility of the English Department alone; at St. David's College, all teachers share the responsibility for the teaching of literacy across the curriculum. Crucially, we believe that literate students will ultimately emerge as confident and articulate communicators, fully prepared to enter the adult world, whether to continue their academic studies or to enter the world of work. All students have the right to access the literacy curriculum, regardless of gender, race, cultural background or any physical or sensory disability.

Teachers must be mindful of a pupil's particular learning style and the methodology employed for the individual should be appropriate to the pupil's ability and Specific Learning Difficulties. Attention must be given to special considerations stated in the Cadogan Folder in the Staff Shared area. For example, whether or not a pupil is able to copy from the board.

### **Literate Secondary students should:**

- Read and write with confidence, fluency and understanding
- Use their skills in speaking and listening to explore, articulate and extend their understanding of texts
- Be able to use a full range of reading cues (phonic, graphic, syntactic, contextual) to monitor their reading and correct their own mistakes

- Understand the sound and spelling system and use this to read and spell accurately
- Have an interest in words, their usage and meanings and an extensive vocabulary used appropriately for different purposes
- Know, understand and be able to write in a range of fiction and poetry genre, and be familiar with the ways in which those genre are constructed
- Understand the conventions of different non-fiction text types and be able to use these conventions confidently as readers and writers
- Plan, draft, revise and edit their own writing from notes to a finished form; understand the publishing process and be able to use a variety of means including ICT to produce texts for different audiences
- Have an extended technical vocabulary with which to discuss and evaluate their reading and writing
- Read and write with enjoyment and discrimination
- Through reading and writing develop their powers of imaginative, critical awareness and thinking
- Be able to research independently and make notes from a variety of sources, including the Internet
- Know how to use the library resourcefully and purposefully
- Use appropriate reading strategies to extract particular information, e.g. highlighting, skimming and scanning
- Use talk to question, hypothesize, speculate, evaluate, solve problems and develop thinking about complex issues and ideas
- Be able to write cohesively in an increasingly sophisticated style, using varied punctuation, sentence structures, paragraphs and technical devices
- Adapt their writing to suit audience and purpose
- Be confident users of subject specific vocabulary and correct spellings

## **Policy Aims**

1. To adopt a whole-school approach to literacy across the curriculum.
2. To enable all pupils to reach their potential in key literacy skills of reading, writing, speaking and listening.
3. To support the development of literacy skills throughout the curriculum
4. To raise staff awareness of key literacy strategies through discussion, INSET and the sharing of good practice

5. To encourage staff to take responsibility for the development of literacy in their subject areas through inclusion of strategies in schemes of work and lesson planning
6. To support the development of literacy through the deployment of a range of resources in the school.
7. To establish procedures for monitoring literacy across the curriculum

## **Tracking and Targets**

Teachers will refer to spelling and reading ages, IEP's and whole school data in order to establish the current level of the pupil and the targets they have been set. Liaison with one-to one and English teachers is essential to ensure the consistency of approach to literacy.

## **Role and Responsibilities**

All staff should:

- Ensure that they are familiar with the specific literacy demands of their subject and ensure sufficient coverage of these skills in their lesson planning
- Use agreed strategies in order to teach writing, reading, speaking and listening skills as outlined in The National Curriculum and LNF.
- Be able to identify a student's literacy strengths and weaknesses and know how to build on these in order to support pupil progress, liaising with the Cadagon Centre as required
- Report on a student's standards of literacy as appropriate – i.e. within reports to parents/guardians

Head of Departments should:

- Ensure that 'subject specific literacy' is clearly identified in schemes of work, and that there is obvious progression through the key stages
- Seek to find opportunities to liaise with the English Department and the Literacy co-ordinator to provide continuity across the curriculum
- Monitor the work of the department with regard to the inclusion of subject specific literacy strategies in lesson planning

- Encourage models of good practice, e.g. modelling and close collaboration between colleagues in order to promote literacy developments.
- Use available assessment data to identify appropriate literacy strategies
- Provide banks of key words for individual schemes of work and give this to the Cadogan staff

Cadogan Staff should:

- Communicate with all subject staff about those pupils who have literacy difficulties and give advice on what staff can do to help these pupils in their subject
- Monitor pupils with literacy difficulties through IEPs and review meetings
- Provide structured support in 1:1 lessons that enhances topics learnt in the mainstream classes

The SENCO should:

- Assess students' literacy levels on entry to the school
- Maintain accurate data for all students in terms of their reading and spelling ages
- Deliver appropriate literacy programmes to those students whose literacy levels are below standard
- Support departments in the implementation of the schools literacy policy
- Support and advise 1:1 teachers on how to deliver literacy programmes to identified students across KS3 and KS4
- Encourage students to take advantage of opportunities available, e.g. Read & Write Gold software and other ICT support software.

## Strategies for improving literacy across the curriculum

### Speaking and Listening:

Oracy is the first stage of literacy. Speech has always been the primary mode of communication and research suggests that students with poorer literacy skills enjoy oral work because it leads to more active involvement in the lesson. They may also enjoy more practical investigations, particularly role-play, as they work best when they are actively engaged in their work.

Oral work leads to more variety in lesson structure and teaching and learning styles. This can help to address the shorter concentration span of students who are experiencing literacy problems.

Students are more likely to feel that they have a 'stake' in the lesson when their preferred style of learning is a focus of the lesson. This in turn will affect their attitude and behaviour. Improved learning attitudes are important as they minimise the time spent off-task and dealing with other interruptions that do not maximise the quality of teaching and learning in the classroom.

All students benefit when well-managed oral work is central to their experience of the curriculum because:

- Oral work can be a way of extending students, language, vocabulary range and power
- Oral work gives students a chance to talk their ideas through and to put concepts in a more relevant context

Therefore, oral work may need to be given a higher profile in schemes of work so that the development of literacy is enhanced.

One effective measure that can be taken by departments concerned about supporting literacy is a review of grouping arrangements both across the year and within the classroom. Students should be introduced to mixed gender groupings at the earliest stage and be familiar with working in different groups, of varying sizes, for different purposes and units of work. This may mean that, at the beginning of the year, students are informed that they are expected to work with everyone in the class at least once in the year. Seating resources should be organised in order to maximise control and minimise off-task behaviour. Students should be encouraged to work in mixed-gender pairs or in small groups. It is important to vary grouping – fours, mixed groupings, pairs and mixed ability groupings where possible.

Opportunities for more drama and role play in the curriculum should not be missed nor should opportunities to set homework activities which require the use of discussion techniques with the peer group, parents/carers or other adults.

### **Reading:**

Promoting and encouraging reading for pleasure, information and interest is an important strategy in raising reading standards. All students need to read enough to enable them to learn through reading and become competent readers in the ways required by different curriculum areas.

All students will have opportunities to:

- Have access to a wide range of texts
- Have opportunities for extended reading
- Continue to be read to
- Read in pairs and groups as well as for individual, independent reading
- Be taught reading for information and study skills, and to use these across the curriculum
- Be taught to select information that is relevant
- Be encouraged to question and challenge information in text books, encyclopedias, newspapers and the Internet
- Be encouraged to read for a purpose and to use information from their reading, rather than just answer questions about it

Teachers will aim to:

- Present reading tasks at a suitable level for the student. This may mean simplifying texts or having several texts of varying difficulty to use in the classroom
- Draw students' attention to structure, layout, form, print and other signposts
- Help students to skim, scan or read extensively according to the task
- Support readers who are at the early stages of reading
- Teach pupils to read identified subject vocabulary
- Facilitate reading development through their subject by explicitly teaching and encouraging the use of reading for information skills
- Help students to challenge, question and recognise bias in a range of texts
- Provide readers with structured opportunities to learn from their reading and to reflect on what is read

Students should be provided with:

- A range of materials to support the subject topic
- Texts at the appropriate reading level
- Materials which are up-to-date and attractive
- Materials reflecting a balance of culture and gender
- Resources/reference materials which enable pupils to develop their skills as independent learners

Curriculum Areas should:



- Refer to students' subject reading in records and reports
- Define the information skills they want students to learn and use
- Use assessments of reading to support the planning of schemes of work and lessons
- Become familiar with and use a range of strategies which will support readers before, during and after reading

## **Extending Interactions With Text:**

### Ten Classroom Strategies:

- What do we know already? (Brainstorming, concept mapping)
- Setting out research questions (grids and 'maps')
- Encouraging students to consider possible information sources (pair and whole class discussion)
- Discussing how to make the most of the information text ('How To' guides, teacher modelling a research activity, in-class individual support)
- Introducing specific activities that interact with the text (text marking, text restructuring)
- Introducing activities to record information (charts, grid, frames)
- Introducing activities that ask students to sort the information (prioritising, matching, 'for and against', putting a process into order)
- Evaluating the information (detecting bias, reliability)
- Selection of the important parts of the information (highlighting, limiting the number of facts, transferring and reviewing information)
- Communicating the information in different forms (on a tape, video, as a piece of supported writing, as poetry)

## **Writing:**

Students learn to write and write to learn. The focus of good literacy teaching in writing should be to provide a variety of situations that require the use of written language so that students may develop a range of strategies and skills that enable them to function effectively as a student and, later, as a literate adult.

Writing generally arises from the need to communicate over time and distance:

- Telephone messages
- Shopping lists

- Letters
- Email

For students in the classroom, it is important that teachers are explicit about how writing enables **them** to meet **their** needs:

- To record and analyse information
- To provide evidence of their learning in essays for examiners
- To retain information
- To explore ideas

Each subject area should:

- Provide resources and support materials to support independence for all writers
- Support self-esteem by displaying work at all levels, which represents the students' best efforts
- Encourage students to draft and re-draft key pieces of their work, as appropriate, according to priorities which vary from subject to subject
- Provide students with a sense of writing purpose and a given audience. Students with poorer literacy skills are more successful when there is a specific purpose and audience for the final piece
- Help students to see the connections between speaking and listening activities and reading and writing
- Reinforce school policy on high expectations of standards of accuracy and presentation in all subject areas

We should aim to provide a clear framework for writing within which our students can express and order their ideas, thus reducing the complexity of the task as students with literacy difficulties find it difficult to maintain all the demands of written language. For example, a focus on accurate spelling and punctuation can lead to short, boring pieces of writing.

**Writing frames** are used across a number of subject areas in the school. They can be effective because they:

- Give students confidence to experiment with different structures and forms of language
- Raise student awareness of the conventions of a specific genre

- Support students' writing in the drafting stages because they help students both to organise their ideas and to express and link them more effectively
- Support the structure of the final piece of writing

In addition to using writing frames, we should consider the following aspects of supporting writing:

- Give more opportunity for students to hear transcripts of or read scripts written by their peers to help students to become aware of the features of good technique
- Planning mixed group activities and whole class and group discussions to help students experiment with their ideas before writing
- Increasing the frequency of role-play activities, practical aspects of an investigation, the use of information technology and audio/visual resources as an aid to writing

Every subject area should:

- Ensure that weight is given to content and meaning when assessing writing
- Ensure that students' writing skills are referred to in reports and records as appropriate
- Use the assessment of writing skills in supporting lesson planning and the revision of schemes of work, as appropriate

## **Marking**

The school M & U marking system will be applied to work as stated in the 'Behaviour and Motivation' and 'Marking' policy. Specific references to errors in spelling, grammar and punctuation should be indicated by using the Whole School Marking Policy. However, the number of errors marked and corrections to be targeted must be commensurate with the individual pupil's ability to assimilate and process this information. Care must be taken not to over-correct as this could result in damaging the confidence or enthusiasm of the pupil.

## **Resources**

Each classroom should have resources available to assist the pupils with their literacy.

The following resources are useful for a cross curricular approach to literacy. Each subject teacher/classroom should have available:

- Laminated 'Look, Say, Cover, Spell' card
- 'Frequently misspelt common words' laminated sheets available on all desks
- Vocabulary books - used by most 1:1 teachers – pupils should be reminded to use these
- Bookmarks with common subject specific spellings written on them by the pupils
- Posters e.g. homophones, punctuation etc. in all subject classrooms
- Display in subject classrooms the key words for the current topic, or recurring vocabulary in the subject
- Dictionaries/Thesauri

## Teaching Strategies

- Use a 'multi-sensory approach to spelling e.g. sounding out each syllable, tracing the word with finger etc.
- Do not overload with spellings to learn – the number depends on the pupil's ability
- Remind pupils of the phonics of the word and encourage them to break words down into syllables
- Key words (spelling *and* definition) should be given in advance of the lesson in which they are to be used, pupils attention is drawn to the correct spellings in a given text

- Text/notes should be made available on handouts and not solely given on the board as some pupils have difficulty coping with reading and/or copying from the board
- Encourage the use of a dictionary and/or thesaurus where appropriate, but be aware that this requires some existing level of skill – assistance may be required

Subject teachers should present spelling as an integral part of their subject, encouraging pupils to act on marked work by learning and recording spellings.

## Key Words

## Appendix 1

Key words are:

- Those words essential to the body of knowledge in a subject
- Words that should be recognised, understood and used when reading, speaking and writing about a subject.

### Introducing Key Words:

Teacher:	Pupil:
Say the word clearly.	Repeat the word.
Draw attention to and discuss:  Number of syllables Recognised letter patterns (-ion, -ive, etc) Etymology – word derivation Similarities with other words – links between words and across subjects	
(When the word has been introduced) Ask questions to elicit the key word(s).	Recognise and use key words in answers to questions.
Point to the words as they are used.	Recognise and identify words in a text.

Key words can be highlighted in texts, notes, worksheets, etc. They can be an integral part of worksheets and used in:

- Closed passages – with or without clues
- Word searches – with or without clues
- Anagrams – with meanings and with or without word lists
- Proof reading – with or without lists of corrections
- Word completion exercises – with or without word lists
- Spelling tests.

## **Supporting reading across the curriculum - suggestions for supporting readers before, during and after reading:**

### **Introduction 1**

Teacher prepares students for the reading by providing background information, giving them some idea of the content of the passage, introducing key ideas.

### **Introduction 2: Brainstorm**

Students are given an opportunity to brainstorm all they know about a topic before they read about it.

### **Teacher Reading 1:**

Teacher reads the passage aloud before the students see the text.

### **Teacher Reading 2:**

Teacher reads the passage aloud, students read the text.

### **Focus for listening:**

Students are asked to listen for key points and to compare ideas in small groups or pairs before reporting back (encourages active listening). Then they are given the passage for more detailed analysis. The focus for the listening can be changed on each occasion (e.g. listen for key points, listen for language, etc.) Also works for video and television programmes.

### **Display of Key Words/Concepts:**

Introducing key words, concepts or difficult words before or after a preliminary reading can help weaker readers. A display of these will also support struggling writers and help everyone with spelling.

### **Volunteer Reading:**

Students read aloud. Weaker readers who volunteer are encouraged and given a shorter section to read.

### **Paired Reading:**

Less fluent readers can be supported by partnering them with stronger readers.

### **Group Reading:**

Like paired reading, this supports the weaker readers and gives them opportunities to read aloud in less exposed situations. Groups can be encouraged to organise the reading a number of ways: reading around the group taking a paragraph each; reading around the group one sentence each; one person reading, the rest taking notes or highlighting the main points as s/he reads; individual silent reading, individual noting of the main points, followed by group discussion.

### **Flexible Grouping and Reading Support:**

On some occasions it will be helpful to group the weakest readers together so that they can be helped as a group with the reading by subject teacher/Learning Support teacher.

### **Opportunities for Re-reading:**

All pupils benefit from opportunities to read and re-read difficult texts. Encourage students to recognise this as a study skill and to develop the habit of (i) reading to get the gist of a passage (ii) close reading and re-reading of sections to clarify understanding, identify key points, select information, etc. (iii) ordering, reporting and presenting their findings.

#### **Simplified Texts:**

Simplified texts will be of limited value, since all pupils will have to cope with the original sources in examinations. However, a simplified text (e.g. summary in Modern English, newspaper report of the event, etc.) may provide a useful introduction to the more difficult text.

#### **Purposes for Reading:**

Reading is an active meaning-making process but it is easy to 'read' difficult passages with the brain disengaged! Encourage active reading by giving students a specific purpose for their reading, e.g. to highlight main points, to select specific information, to represent the information in a different format.

#### **Asking Questions about the Text:**

Traditionally teachers do this. It is a good idea to ask pupils to do this. (What questions do I need to ask to help me understand this? What words/bits of the text don't I understand?)

#### **Talking about Texts:**

Like re-reading and reading for a purpose, this can encourage close reading. Provide focus for the talk and set a time limit to encourage a business-like approach.

#### **Reading for Information Skills:**

Incorporate and make explicit reading for information skills where appropriate, for example, use of library and other resources, using indices (key words, alphabetical order), contents pages, glossaries, scanning pages to locate a passage, skim-reading to find a piece of information in a passage, close reading of historical sources. See also Annotating Texts, below.

#### **Annotating Texts:**

Another way of encouraging active reading: students can be asked to write on and around texts – highlighting, underlining, writing comments, numbering points, adding titles, summarising in note form, marking bits that need clarification, etc. This approach will also work with pictures and photographs.

#### **Note-making:**

Introducing a range of ways of making notes is useful for all students but perhaps particularly useful for students who are good orally but who seem to have a short memory span. Ways of taking notes can include: numbered points, diagrams, flowcharts, columns (with main points and evidence in separate columns).

#### **Glossaries:**

A useful support for weaker readers and for fluent readers too. The latter can occasionally be asked to make their own glossaries for a passage or unit of work. Some text books provide them,



but students need to be reminded to use them and how to use them. Where glossaries identify essential key concepts, they can be used for revision of technical terms and spellings.

**Reading Cues:**

Poor readers need to be encouraged to use a range of cues to help them when they get stuck on a word. Let them have a go but don't leave them to flounder too long. It is better to quietly supply the word than allow a hold-up to cause them to lose the sense of what they are reading. 'Sounding out' the word may help if it is straightforward, spelt phonetically. Other cues are the context (What would make sense here?), their knowledge of words (What does this bit of the word remind you of?) and their knowledge of sentence structure (What would fit in here?). To enlarge their sight vocabulary of words they need to know, weak readers can be encouraged to return and look at and say unfamiliar words, to 'take a picture of them' and to suggest their own ways of remembering tricky words.

**Wider Reading:**

The above will help all students, particularly weaker ones, with the close reading of difficult texts. To develop reading fluency, weak readers also need time and opportunity for extended reading on texts within their capacity. Any additional reading of this kind, done at home, for example, or in tutorial time will be beneficial. Wider reading, perhaps from a topic book box, can also be used to challenge the most able students.

## Readability

## Appendix 3

READABILITY is an attempt to match the reading level of written material to the 'reading with understanding' level of the reader.

This formula calculates readability using sentence and word length. However, other factors affect understanding of what you are reading that cannot be measured in this way, e.g. motivation of reader, size and type of print, layout of written material, previous knowledge of subject, style of writer, etc.

Use it to compare reading levels against each other, e.g. compare the readability level of your worksheet against the texts given in an exam, etc.

Use this formula to work out the 'readability' of a given text:

1. Select a text.
2. Count 10 sentences.
3. Count the number of words which have three or more syllables in these 10 sentences.
4. Multiply this number by 3.
5. Identify the number closest to your answer:

1	4	9	16	25	36	49	64	81	100	121	144	169
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6. Find the square root of this number:

1	4	9	16	25	36	49	64	81	100	121	144	169
1	2	3	4	5	6	7	8	9	10	11	12	13

Add 8 to this number – this is the readability level of your text

## PAIRED READING SCHEME

The very successful Paired Reading Scheme has been running for a number of years at St. David's College. The Scheme is designed to provide additional, individual support for reading, at every level of ability. St. David's College recognises the need for all pupils to read regularly and develop an appreciation of Literature: there is no additional charge for this activity.

The school day finishes at 5 p.m. and day pupils are free to go home. For day pupils who wish to stay longer there are supervised homework support sessions from 5 p.m. to 5.45 p.m. Paired Reading takes place during this time.

The Paired Reading Scheme operates as follows:

Monday 5 p.m.-5.40 p.m. Year 8

Tuesday 5 p.m.-5.40 p.m. Year 7

Wednesday 4.30 p.m.-5.00 p.m. Year 6

Thursday 5.00 p.m.-5.40 p.m. Year 9

Paired Reading is a valuable opportunity for the students to develop their Literacy skills and parents have strongly supported this facility.

# Standardised symbols for use when marking pupils' work



## St David's College Marking Policy

*How your teachers will mark your work*

sp

### Spelling Mistake

The correct spelling will be written in either above or in the margin depending on space.

school	I like <sup>sp</sup> skool
--------	----------------------------

^

### Letter or word missing

I lke school  
^

○

### Needs a capital or lower case letter

I live in ○landudno  
I ○Live in Llandudno

○

### Punctuation error or check punctuation

Would you like a biscuit.○  
I bought bread, milk and tea

?

### I'm not sure what this means

You fell up means. ?

NP

### Needs a new paragraph

...and there was the cow. <sup>NP</sup> When we started walking up the hill

# Punctuation

## 1. Full stop

Marks the end of a sentence.

### Example

*My name is Larry.*



## 2. Question mark

Replacement for a full stop when the sentence is a question.

### Example

*Would you like to come to the cinema with me tonight?*



## 3. Quotation marks

Looks similar to speech marks but are used to show when words have been taken from another text.

### Example

*The writer suggests Lennie is strong and powerful by describing his hands as "paws".*



## 4. Apostrophe

1. Used often before "s" to show possession.

### Example

*The dog's bowl.*

2. Used to show a missing letter.

### Example

*'Did not' becomes 'didn't'.*

3. Does not need to be used for plurals.

### Example

*There were lots of lions.*



## 5. Comma

1. Creates a small interruption within a sentence to help clarify meaning.

### Example

*Mr Jones, the school's PE teacher, fired the gun to start the race.*

2. Used between items in a list e.g.

### Example

*Jimmy enjoyed playing hockey, football, rugby and tennis.*

3. Used before a speech mark

### Example

*Mr Williams asked, "Have you all completed your homework?"*

4. Used to create a slight pause and emphasis before a conjunction (joining word) such as 'but', 'which', 'although'.

### Example

*Most of the boys enjoyed their rugby lessons, although some preferred playing football.*



## 6. Speech marks

Used to show spoken words.

### Example

*"Why haven't you done your homework?"*

*Mr Williams asked angrily.*



## 7. Exclamation marks

A replacement for a full stop to suggest extreme emotion (such as shock, excitement or surprise).

### Example

*That's amazing!*



## Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

## Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement. (See Policy Evaluation)

## Linked Policies

▪ Curriculum Policy	▪ Marking Policy
▪ Numeracy Policy	



