



Latifa School for Girls

Secondary School Literacy Policy

Latifa Secondary School Literacy Policy

Contents

- The Rationale behind the Literacy Policy
- The Purpose of the Policy
- Language Skills
 - Speaking and Listening
 - Reading
 - Writing
- Whole School Literacy Objectives
- Whole School Literacy Targets
- The Tool Boxes and INSET
 - Listening Skills
 - Speaking Skills
 - Reading for Meaning
 - Reading for Purpose
 - Writing Skills
 - Writing Styles
- Resources available to Staff and Pupils
- Monitoring and Evaluation
- Promotion of Literacy across the Curriculum
- Staff Development and INSET
- Parental Involvement

Appendix A
Correction Policy

Appendix B
School Statement on Plagiarism

Appendix C
Formatting a Bibliography

Appendix D
Guidelines for the Use of the Literacy Guide in Years 7 to 8

Appendix E
Difficulties encountered by Arabic Speakers learning English

Appendix F
Library Policy

Appendix G
Record of Filofax Inserts

Latifa Secondary School Literacy Policy

Rationale

Literacy is integral to learning across the curriculum as the majority of the students at Latifa School for Girls are English as second language (ESL) learners. It is an important life skill and one we want all our students to have when they leave Latifa School for Girls.

At Latifa Secondary School we accept that every teacher is a teacher of literacy and the development of literacy requires a whole school approach. It is a responsibility which is shared with students and parents.

Literacy brings together the skills of reading and writing whilst also recognising the importance of speaking and listening skills as an essential part of using language for effective communication. Since these elements support students' learning they will help raise standards in all subjects.

Purpose

The purpose of this policy is to raise awareness and develop a shared understanding between staff, students and parents of the role of language in students' learning and how work in different subjects can contribute to and benefit from the development of students' ability to communicate effectively and enjoy language in all its forms.

The policy will encourage and support all staff at Latifa to assist their students in achieving our goal of enabling them to become confident and skilled users of language. The policy sets out a framework for departmental action plans.

This policy aims to:

- Produce a shared understanding amongst staff, students and parents of the importance of language in students' learning and how work in all subjects can contribute to and benefit from the development of students' ability to communicate effectively
- Raise expectations and standards for all students and develop their self-confidence, their skills and their achievements as learners and users of language

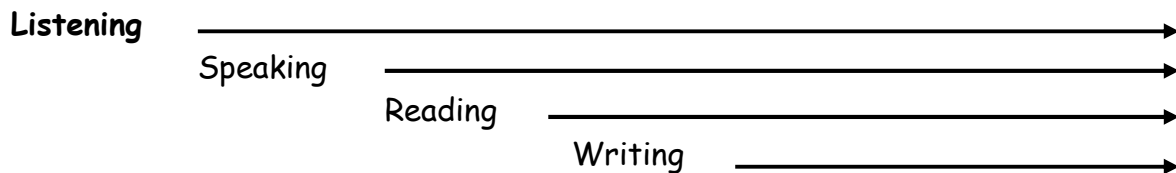
- Explicitly link language with thinking processes and so enable the improvement of both in the students.
- Assist students to choose appropriate forms of speech and to communicate clearly and with assurance. They should be able to talk and listen in a variety of groupings and in both formal and informal contexts.
- Develop writing skills for a range of purposes and audiences and in a range of styles (genre), using spelling, punctuation and syntax appropriately and with confidence. They should be able to write legibly.
- Develop students' ability to use information texts critically by locating, extracting and using relevant information from books and the internet.
- Prepare students for the opportunities that life after school will present.

Important Note

Whilst the policy is designed primarily for departments which use English as the language of instruction, we believe that much of the information will be of value to our colleagues in other departments who use other languages. Hence our decision to use the phrase 'literacy across the curriculum' and not 'English across the curriculum.'

Language Skills

The four components of language continually develop in an integrated way; however, it is important to recognise that the sequence of acquisition is :-



Just as a baby learns its mother tongue.

Speaking and Listening

The ability to express oneself orally in an appropriate manner is an essential skill throughout life. As English is increasingly used as the international language of communication and business, effective speaking and listening skills allow access to a wider world both culturally, socially and academically.

Speaking and listening skills are fundamental to progress in all areas of the curriculum and to the emotional, social and intellectual development of the student.

Latifa School for Girls values and seeks to develop all our students' speaking and listening skills. Students will be encouraged to develop increasing confidence and competence in speaking and listening across the curriculum.

In order to achieve this, our students should be given opportunities to:

- Develop skills to enable them to participate orally in groups and whole class activities
- Clarify, express and develop their ideas and explain their thinking
- Adapt their speech to a variety of situations, audiences and purposes
- Listen to others with understanding and respond appropriately and sensitively

Reading

Reading allows students to accelerate their learning. Confidence and competence with the written word enables them to become learners for life. We aim to encourage a positive reading ethos in which our students become interested in books and read for enjoyment from a range of fiction and non-fiction texts. We want our students to develop an interest in words, to develop and improve their vocabulary and enhance their powers of imagination, inventiveness and critical awareness.

We want to give our students a level of reading skills that will enable them to cope with the increasing demands of all subjects, through teaching strategies to:

- Read with greater understanding, fluency and confidence
- Locate, select and use information from a variety of sources for different purposes
- Gain access to text independently by using dictionaries, indexes, tables of contents and catalogues
- Follow a process or an argument and be able to summarise accurately what they have read
- Research and evaluate texts applying techniques such as skimming, scanning and text-marking effectively
- Monitor their own reading and correct their own mistakes
- Read aloud with appropriate intonation and expression

Writing

Writing is the culmination of the other language skills and the most difficult to use successfully. By enabling our students to express themselves clearly in writing we enhance and enrich teaching and learning in all subjects. Writing *is* harder than reading! It requires more than response because students must generate the text themselves. It needs to be taught and what needs teaching is often highly subject-specific.

In this way we assist our students to:

- Develop ideas, organise writing and communicate meaning fluently to an audience using a gradually improving vocabulary and an appropriate style.
- Present writing clearly using accurate grammar and punctuation, correct spelling and legible handwriting.
- Use a range of ICT packages and programs to present their work.

It is important that we co-ordinate across subjects to recognise and reinforce our students' language skills through:

- Preceding and supporting writing by talk so that students are aware of the purpose of the writing task.
- Making connections between students' reading and writing so they have clear models for their writing.
- Using the modelling process to make explicit to students how to write.
- Supplying word banks, helping with structure and encouraging re-drafting.
- Providing opportunities for a range of writing including sustained writing.

Whole School Literacy Objectives

This is the framework we devised for the whole school to follow as appropriate to their departmental schemes of work. We put the emphasis on listening and speaking skills in the first year because we believe this makes educational sense.

	Semester 1	Semester 2
2004-05	Listening	Speaking
2005-06	Reading for Meaning	Writing Skills
2006-07	Reading for Purpose	Writing Styles

The way we envisaged it working was that in Semester 1 of the first year of the programme all departments, in whatever way is relevant to their needs, stressed listening skills in their teaching by including an explicit focus on listening skills in their schemes of work and lesson plans. We hoped staff would be able to include this emphasis in all the years they teach but we also accepted the fact that at first the main stress would be on Key Stage 3.

We intended that as the scheme progressed through its cycle so the good practice used in year 1 of the programme would have become embedded practice by year 2 and so on. In this way foundations laid in year 1 would be secure by the time year 3 of the programme was reached.

Whole School Literacy Targets

Target setting was done on a departmental basis but departments and individual members of staff drew their targets from the key area of literacy being focused on in each semester. In this way students received reinforcement and a consistent message of the importance placed on the chosen area as they saw all staff emphasising a particular skill.

We also suggested that students were encouraged to choose at least one literacy target (relevant to the skill focused on in that semester) for their PRUs whenever possible.

In order to assist with target setting we provided lists of aspects relevant to each key area as illustration - they are not intended to be exhaustive! We also tried to indicate our thoughts on progression within these aspects as we intended that departmental targets were relevant both to the department's needs and to the ability level of the students being taught.

Tool Box and INSET

In order to assist staff in their planning the working party provided a file of 'ideas' (techniques and strategies) which could be implemented in lessons. These approaches were intended to be adapted by staff to be subject specific so that the activities would be authentic, stimulating and relevant to the needs of the students.

Members of the working party provided INSET at the start of each semester focused on the particular skill to be addressed at that stage of the programme and were in addition available for consultation and suggestions should staff request more assistance.

Listening Skills

The development of listening skills aims to enable the students to become more active listeners, being able to listen attentively to both peers and adults using appropriate social conventions such as turn taking, non-verbal signals and demonstrating a tolerance of different points of view.

This skill can be divided into the following categories:

- Listening for short discrete pieces of information (e.g. key words and definitions, question and answer exercises).
- Listening to instructions and responding appropriately, beginning with simple instructions of one or two parts and leading up to complex instructions requiring more advanced processing and memory skills.

- Listening to the teacher or one other (single voice):
 - Short listening tasks (e.g. "loop" exercises, word games, simple group activities).
 - Longer listening tasks (e.g. whole class/ shared reading, reading games and activities, teachers' explanations and descriptions).
- Listening to audio information
- Listening to video information.
- Listening to others in a group setting (multiple voices); listening to information presented in a participative setting (e.g. debate, discussion and role play) in order to:
 - Understand an argument
 - Add to an argument
 - Summarise information
 - Form an opinion

Speaking Skills

Speaking involves the following aspects:

- Basic oral skills - pronunciation, enunciation, intonation and accuracy
- Answering questions
- Role play
- Presentations
- Discussions
- Expressing opinions
- Persuading others

These aspects of speaking apply to all year groups but students will perform at different levels depending on ability. There is a hierarchy of progression.

Hierarchy of Speaking Skills

1. Oral skills
 - Correct pronunciation, enunciation and intonation
 - Show originality and flair in the use of vocabulary, intonation, expression and gesture
 - Evaluate own contributions

2. Answering questions
 - Give a simple response
 - Provide straightforward accounts and narratives, using simple and appropriate language
 - Use an increasing range of vocabulary
 - Answer questions clearly using some detail
 - Raise questions to clarify understanding
 - Respond to questions in a way that is precisely matched to content
 - Evaluate own contributions
3. Role play
 - Work in role
 - Explore in role
 - Take on varied roles
 - Evaluate own contributions
4. Presentations
 - Shape a simple presentation
 - Deliver a formal presentation
 - Devise and participate in a collaborative presentation
 - Evaluate own contributions
5. Discussions
 - Clarify through talk
 - Follow and respond to main points or issues
 - Respond appropriately to others' contributions
 - Make useful contributions and respond with some order
 - Take an active part and sustain involvement
 - Show evidence of inference, deduction or empathy
 - Respond persuasively and engagingly
6. Expressing opinions
 - Express a point of view
 - Make thought-provoking contributions through powerful expression
 - Provide supporting evidence for their point of view
7. Persuading others
 - Use language effectively to convey opinion or line of argument
 - Structure and organise points to achieve maximum impact on audience

Reading for Meaning

The following list is a suggested hierarchy of skills which involve reading for meaning.

- Reading aloud fluently
- Scanning for specific information
- Reading for explicit meaning
- Using dictionaries as a tool to clarify meaning
- Skimming for general meaning
- Reading for implied meaning
- Reading for bias or objectivity
- Evaluating text
- Reading text for different interpretations
- Understanding/identifying authorial standpoint

Reading for Purpose

The following list is a suggested hierarchy of skills which involve reading for a purpose.

- Reading for fact gathering
- Scanning
- Note-taking/note-making
- Synthesising information
- Skimming for summary writing
- Independent research/information retrieval
- Evaluating information or sources

Linked into this section are ideas about working independently and using effective study skills. We also addressed the issue of plagiarism since this concerned many staff - see appendices B and C.

Writing Skills

The various writing skills are generally acquired in the following order:

- Appropriate vocabulary
- Handwriting
- Presentation
- Spelling
- Grammatical accuracy
- Short answers
- Punctuation
- Basic sentences
- Complex sentences
- Planning/redrafting
- Paragraphs
- Longer/extended writing
- Essays
- Proof reading

Writing Styles

Many of the following writing styles apply to all years but at differing levels of complexity depending on the level of the students. Students at a lower level would require more support in the form of scaffolding.

- Narrative writing (including imaginative writing)
- Writing to describe
- Writing instructions
- Writing to inform
- Writing to persuade
- Writing to explain
- Summarising
- Drawing conclusions
- Critical evaluation
- Discursive writing
- Recounting

Resources available to staff and pupils

Over the duration of the three year programme a range of resources have been created and used by staff. The main ones are the Toolboxes that can be found in the staffroom - one for each of the main literacy skills.

However, other resources are also available to staff and pupils:

- 'Using ICT tools to help improve writing' booklet given to staff.
- Posters (commercial and in-house) on loan to departments.
- Literacy Guide given to every student when they enter year 7 (to be used in Year 7 and Year 8). In Year 9 a text book entitled 'Student Handbook' will be issued to all students by the English Department for them to retain until the end of Year 11. Both of these guides will be of use to all departments. Copies can be viewed in the staffroom.
- Correction policy sheet to explain the symbols used when marking - filofax sheets given to staff and students.
- Sheets for students' filofaxes have also been produced - for year 7 'Useful words' and for year 10 upwards 'Examination Technique - Command words'.
- Sheets on plagiarism and how to reference sources of information correctly - students' filofaxes.
- Sheets on how to evaluate sources of information - students' filofaxes.
- Sheets on how to structure a research project successfully - students' filofaxes.
- Sheets on the skill of proof reading - students' filofaxes.
- Handouts on the four main language skills (given to parents at parents' evenings) suggesting how they can help their daughters to make progress in literacy.

Monitoring and Evaluation

Department representatives and HODs are in the front line of this as they will be the first to monitor practice within their department. They need to regularly check the policy is being followed and targets are being set and monitored. We would like them to evaluate the success of their efforts within their department - are they having a positive effect on pupil progress?

We also anticipate that HOYs and PSE co-ordinators having an important role to play in ensuring the programme is followed.

At regular intervals the working party will request information from departments and year teams so as to be able to judge the overall success across the school of the programme. We will be asking for positive and negative feedback including suggestions for changes.

However, once the three year programme is complete then the onus will be on individuals within departments and HODs to continue to monitor the implementation of the Literacy Policy.

Promotion of literacy across the curriculum

The implementation of this policy should result in a rich range of language experiences being provided across all areas of the curriculum with all pupils efforts to read, write and talk being valued. Pupils' work will be displayed in all classrooms, corridors and in other shared areas.

Other ways to promote literacy might be:

- **Department Representatives**
The working party recommends that each department have a literacy representative who will be responsible (with the HOD) for ensuring that literacy remains at the forefront of the department's objectives. We hope that by implementing this policy over a period of time that the ideas contained within it will become embedded into department practices.
- **Noticeboards**
The working party has a noticeboard for staff to share information about literacy and heighten general staff awareness. We would like existing good department practice to continue with regard to 'word walls' but also recommend that this could be used as a foundation for other notices about language within a subject context.
- **Awards**
The English department runs competitions for different year groups with the emphasis on literacy - other departments could do the same. In 2006 the History department ran a historical fiction book review competition.
- **Events**
In 2004-05 the pastoral day had a literacy theme. Each year group was asked for volunteers to produce team games that involved the accurate use of language in a fun context.

- **Displays**
Posters around school with key points have been used as a way of raising awareness and acting as a checklist amongst staff and pupils of certain key points. These posters are commercially produced ones but they could also be produced by the pupils themselves - possibly, but not necessarily, in English lessons or in PSE.
- **Clubs**
Various suggestions were made but none actually were put into action.
Spelling club - competition? Or too American!
Media club?
Debating club?
6th form mentors/reading buddies - planned for 2008
- The Library obviously promotes literacy at every opportunity!

Staff development / INSET

Closely connected to the success of the initiative was the pre-requisite that staff enthusiasm and involvement was maintained.

The working party ran a rolling programme of regular and frequent INSET in staff meetings and extra events which were tailored to the perceived needs of staff.

A mixture of outside speakers, volunteers from different departments and members of the literacy working party delivered this programme so as to share existing good practice and heighten awareness of different approaches to language across the curriculum.

Parental involvement

We believe it is crucial to involve parents in our efforts, since their support at home will be vital in consolidating our success.

Suggestions made by the Working Party included:

- A morning session devoted to showing mothers the range of literacy experiences their daughters enjoy.
- An edited version of this policy to be sent home to parents

- Special efforts made at parents' evenings to allow parents to understand what is required of their daughters in terms of literacy in different subjects at different stages of the curriculum. There could be a board showing the progression framework in the different skills that parents are encouraged to look at and at which someone is available to explain it to them and answer their questions.
- Practical advice could be offered at Parents' Evenings and on Open Day to encourage parents to support their daughters' learning - for example, to have reading material easily available around the house, to read with the child, to listen to the child speak about what they have been reading on their own, to encourage the maintenance of a reading log (proforma provided in students' filofaxes).

APPENDIX A

LSG Whole School Literacy Correction Policy - for Staff to Use in Parallel with their Department Marking Policy

Rationale

In order to assist students in their acquisition of correct language it is important that all staff model correct usage. It is also important that we are consistent in our identification of errors and the strategies we employ to enable future development.

Ethos

- Marking of pupils' work in all subjects should be regarded as a regular means of communication with pupils about their individual progress.
- This communication needs to be in a form that is comprehensible and clearly understood by the individual pupil.
- The feedback on progress this represents should inform both pupil and teacher about the next step to be taken in the pupil's learning.
- Standard English (grammar and spelling) should be addressed as part of this.

The Common Requirements of most Orders state that:

'Pupils should be taught to use grammatically correct sentences and to spell and punctuate in order to communicate effectively in written English.'

Purpose

- to motivate pupils to further effort by praising current achievements.
- to assist pupils in their development by the setting of clear targets to focus on aspects of work where further improvement is needed.

Guidelines

In order to provide the degree of consistency across departments we would like to achieve, the following guidelines should be adhered to:

- Responses should wherever possible be constructive, acknowledging what has been achieved as well as highlighting areas for improvement.
- Correcting every mistake can be disheartening, so it might often be better to focus on particular aspects of the work at different times. Pupils will need to be aware what aspects are being made a focus.

- A specific comment on learning needs to be made at the end of a piece of work. The aim should be to summarise achievement and to set a further target.

Abbreviations to employ consistently on all pieces of written work

(If we all use the same symbols we can train pupils to do things with the errors we have identified!)

- When indicating errors in Standard English all staff should adopt the following standard symbols. These will also be given to pupils on A5 paper to go into their filofaxes.

	Spelling error
sp	Underline the word or the part of the word and write sp in the margin.
	Punctuation error
p	Underline the error and write p in the margin
	Error in expression of Standard English
exp	Underline the error and write exp in the margin
	Get student to have another attempt orally, then write what was said
gr	Grammatical error
t	Error in tense used
∧	Word omitted
	Two words incorrectly joined
~~~~	Incorrect word
/	New sentence Differentiate as appropriate by using this symbol in the margin or on the text in the correct place
//	New paragraph Differentiate as appropriate by using this symbol in the margin or on the text in the correct place
	* Students should be made aware that when handwriting the convention is to indent paragraphs and when word processing it is to leave a line between paragraphs

As well as using these standard symbols, each department may need to develop additional symbols appropriate to it alone.

## Next Step

We need to teach pupils to take responsibility for their own improvement so we would recommend the following:

- **Make proof reading part of the routine of writing.** It is not necessary always to re-write the work; the process of spotting (possible) errors for themselves is sometimes sufficient to make pupils take greater care next time.
- Encourage reading aloud of a piece of written work to assist clarity of meaning and punctuation.
- Enable peer review of pieces of work - give clear criteria about what the partners are looking for and ask them to make suggestions as to how the piece of work could be improved.
- Create opportunities for group work - each member of the group acts as a sub-editor for a different aspect of literacy.
- Expect small steps - don't give too many targets and repeat targets if necessary so as to aid reinforcement and increase the likelihood of success (which in turn will lead to more success!). Reward whenever possible!
- Whenever feasible encourage the use of dictionaries. Rooms have been equipped with appropriate, user-friendly, differentiated dictionaries.
- **Model the use of dictionaries and show by your actions that spelling matters.** Spend some time in lesson to work through corrections.
- With spelling errors we would recommend that students follow the five-step approach: Look - Visualise/Say - Cover - Write - Check
- Be aware of different styles of learning - some pupils will need to see the words, others will need to hear it. Mnemonics may assist some students.
- Word walls - these are not just for nouns! We should all be aiming to create literacy rich classrooms - phrases can also be added to these walls. The aim is to encourage our students to use confidently a wider range of language.
- Word lists - partially created by teacher, need to be completed by pupil (either with the meaning or with the word)
- The working party has provided a 'Literacy Guide' for all lower school students. We would like to encourage form tutor involvement in this when possible.
- Pupils can create their own personalised filofax insert of words they regularly misspell.

## Suggestions for the correction of oral work

It is just as important to correct and give feedback when mistakes are made orally. Although the same advice applies:

- Responses should wherever possible be constructive, acknowledging what has been achieved as well as highlighting areas for improvement.

- Correcting every mistake can be disheartening, so it might often be better to focus on particular aspects of the work at different times. Pupils will need to be aware what aspects are being made a focus.
- Re-iterate the rules of active listening - face forward, sit still, don't fiddle, don't talk.
- Reading aloud - emphasise that punctuation is there to assist meaning and to guide emphasis. Model good examples yourself. Be sensitive to the individual's needs - fill in when needed, don't let child labour for too long. Request volunteers whenever possible. Paired reading is sometimes better than round the whole class. Choral reading has a place.
- Speaking - encourage students to answer in complete sentences (try to avoid the one word or one phrase answer) but this means giving them more time to compose a response. Accentuate the positive - praise them whenever possible. Don't accept incorrect English - encourage them to rephrase. Don't do it for them. Request them to repeat if answer is not clearly spoken - don't say it for them! But at all times be flexible as to the situation and the individual.

### **Responsibilities**

It is the responsibility of SMT:

- to monitor the consistent use of this policy across the school.

It is the responsibility of the Head of Department:

- to ensure the implementation of the Department's Marking policy and to ensure that marking is regular and formative.

It is the responsibility of all teachers:

- to themselves model correct spoken and written English at all times
- to ensure that all classwork and homework is marked regularly according to the Department's marking policy.
- to explain the system of correction to the pupils.
- to ensure that assessment information informs further curriculum planning and individual target setting.

# APPENDIX B

## School Statement on Plagiarism

Latifa School regards this issue very seriously. Intellectual honesty is an important concept. The examination boards regard plagiarism as theft - since the student has taken someone else's work and presented it as their own. The punishments for plagiarism can be severe.

As part of their studies we ask students to gather information from many sources but we are responsible for making sure the students do something with the information they acquire besides just copying it. They must make it their own in some way - they must shape it into a new form: a final piece of work that is uniquely theirs. The best way to do this is for the students to be taught how to synthesise the different ideas they have obtained. By synthesising information and ideas they are creating something new. Synthesising is a very different and more challenging skill than summarising. The conclusions the students then draw from the information gathered must be their own.

Students also need to be taught how to avoid accusations of plagiarism by being careful about acknowledging their sources. There are established conventions for quoting and referencing their reading that need to be followed in any academic piece of work (see appendix C).

### **Students need to be encouraged to:**

- Use their own words as much as possible - they should be told to avoid copying word for word.
- Draw their own conclusions from the information.
- Impose their own structure on the argument they are presenting - they need to 'make the argument their own' before they start writing.
- Fully understand everything they have read, put their notes away and think hard - then write their plan.
- Decide what they want to say and what examples they are going to use to prove their point/make their case.
- Be brave about venturing their own opinions - they have a right to be heard too! They need to be encouraged not to feel that 'because it was written in a book' it must be right - or somehow better than their view!
- Keep an accurate list of all their sources of information.
- **Never** present someone else's work as their own!!! They need to be warned about the possible consequences.

Information presented here was synthesised from the University of Leicester's *Distance Learning Handbook* (2003)

# APPENDIX C

## Formatting a Bibliography

A statement of where resources have been obtained should always be included in students' work. This is called a bibliography.

A bibliography shows students are responsible users of information and that they are not trying to pass off other people's work as their own.

A bibliography should be used in all projects such as posters, debates, brochures leaflets, PowerPoint presentations and coursework.

This guide lists the most common source types, the information needed and an example of a completed source entry. (Colour version available for students to help identify the different parts of the entry).

<b>Book</b>	Who wrote it? Author (last name first) What is the name of the book? <i>Title</i> When was it created? Date e.g. Ross, Stewart <i>Pirates</i> 2004
<b>Encyclopaedia (print or electronic)</b>	Author (if available, last name first). "Article Title," <i>Encyclopaedia Title</i> . Date. e.g. Kraft, Dina. "The Greenhouse effect" <i>Grolier Multimedia Encyclopaedia</i> 2003
<b>Magazine Article (print or electronic)</b>	Author (if available, last name first). "Article Title," <i>Magazine Name, Electronic Database Used (if applicable)</i> , magazine issue date. e.g. Schwarz, Alan. "The Curse on the Red Sox," <i>Sports Illustrated for Kids</i> , August 2002.
<b>Web Site</b>	What information was accessed? "Title of page," Who wrote it? Author, group or organisation Where was it accessed? URL When was it accessed? Date site was visited. e.g "The History of Invention," R. Stirzaker <a href="http://www.cbc.ca/kids/general/the-lab/history-of-invention/default.html">http://www.cbc.ca/kids/general/the-lab/history-of-invention/default.html</a> August 31, 2003
<b>Audio visual resources (video, film, radio, TV, podcast, interview)</b>	Author <i>Title</i> [type of resource used] Date e.g. Channel 4 <i>Aid, trade and debt</i> [video] 2001

## Crediting images used

It is important to credit any pictures used, including scanned images.

There are two choices: create a picture credits list to be included in addition to the bibliography:

### Picture Credits

Picture of Great Zimbabwe ruins, slide 1 -  
[www.lib.ohio-state.edu/bslweb/BookofDays2.html](http://www.lib.ohio-state.edu/bslweb/BookofDays2.html)

Map of Tigris river, slide 2 -  
<http://www.mrdowling.com/603mesopotamia.html>

OR

Write the source information directly under the image itself.



[http://www.theodora.com/flags/geographic/canada_flags.html](http://www.theodora.com/flags/geographic/canada_flags.html)

June 2006

Note: if the authors are known, they also need to be credited and again the date the information was retrieved should be included in the reference.

# APPENDIX D

## **Guidelines for the Use of the Literacy Guide in Years 7 and 8**

This document will be of interest to all staff although it is obviously of particular importance to staff who teach Years 7 to 8 and for these years' form tutors.

We are as always very grateful for your efforts on behalf of the girls. We hope that you are finding that your efforts to improve their literacy are improving their work in your subject.

### **By Subject Teachers of Years 7 to 8**

#### **Focus on spelling accuracy**

- Departments can photocopy pages 16 to 19 (the spelling self-analysis section of the diary) on to A4 paper and give to the girls to keep in their subject files. (HODs have master copies and they are available in the Writing toolbox. There are also multiple copies in the staffroom - near the homework pages.)
- Subject staff can then use their marking of girls' work to identify some common/frequent errors and help girls to fill in the first few entries - thus modelling the behaviour they wish the girls to develop themselves later as they become more used to the diary and more independent in their learning.
- All staff must be consistent in stressing the importance of accurate spelling. It really does matter!
- Use the strategies outlined on pages 3 to 5 to help the girls learn how to become better spellers in your subject.
- All staff need to be consistent in their use of the symbols listed in the Correction Policy document. (A5 versions for staff planners are available on LatifaNet.)

#### **Focus on planning written work**

- Departments may also wish to photocopy pages 11 to 12 (the writing frames) - or at least the ones most relevant to their subject's needs - and model their use. This could be done as a class exercise on the IWB.

#### **Focus on proof-reading their own work**

- We would be grateful if all subject staff could stress the importance of this to students and model the different methods of proof-reading described so as to allow the girls to find and use one that works for them.

## By Form Tutors of years 7 and 8

- Form tutors (perhaps in review/PRU sessions and at the end of the year) could engage girls in conversation about how they are using the literacy guide. We would like to know if the students find the guide's hints and suggestions useful in helping them to improve their literacy. Ask the girls (in small groups? as individuals?) which approaches they are already using and find most useful but also suggest/introduce new approaches they could use.
- Filofax size copies of the reading log will be produced, stored and distributed in the same way as homework pages. We hope that FTs will encourage their use and occasionally be able to check these pages when checking homework diaries. The reading log sheets could be used to prompt conversations with individuals about their reading habits.
- In PSE sessions we would like the same standards to be applied - with regard to the planning and accuracy of the girls' speaking and writing - as in subject lessons. We are aware that PSE is content rather than outcome focused and that activities often involve brainstorming or bullet points rather than sustained writing but would like students to be encouraged to take care with their speaking and writing.
- The sections on reading strategies (pages 8 to 9) may be particularly helpful in PSE sessions and this could be emphasised and highlighted when appropriate. Skimming and scanning are the approaches most likely to be used when reading materials in PSE so please remind your students which technique they should use and why.

## By girls in years 7 to 8

- You have been given a Literacy Guide - this is full of useful hints and suggested techniques to help you to improve your **reading** and **writing** skills in every subject.
- We would like to suggest you read through it first to see which of these techniques you **already** use to help you with your reading, writing and spelling. Then read through it again to see which strategies you do **not** use - and try to use them to see if they help you too.
- We would suggest **you don't write** on the actual pages of the guide as you will be taking it up with you through the school (don't lose it!!). Your subject teachers will be giving you larger sheets to use in subject lessons and you may also like to enlarge pages for your own personal use and keep them in your PRU as a record of how (for example) your spelling improves over the year(s).
- You will also be given a sheet called 'My List of General Words'. This is for **you** to write words on that **you** find particularly hard to spell. At the end of the year you should then test yourself to see if you have learnt these words - ready for your next year at LSG!

- Soon you will discover that your teachers are starting to use *strange symbols* when marking your work. You need to understand what these markings mean... so we have kindly provided a decoding sheet for your filofax. **It is your mission to learn to recognise what the different symbols mean - and then do something about the errors identified!!**
- Finally, you will be given a Reading Log sheet for your filofax in which you can record what you read: novels (stories), magazines, newspapers and non-fiction books like biographies of famous people, books on art, fashion, cookery or sports. **We want you to establish a good reading habit for life.** If you read often and widely you will learn more, you will understand more and you will have a very enjoyable pastime for the rest of your life.
- We want you to become *INDEPENDENT LEARNERS* - remember the Latifa motto is "**Learning for Life**"! We hope that this guide will give you some strategies to help you improve your literacy skills, as this will enable you to become responsible for your own learning - now and in the future.

# APPENDIX E

## Difficulties for Arabic Speakers Learning English

- They may have problems using the correct verb tense because there are many tenses in English and only three tenses in Arabic: past, present and imperative (commanding verbs; Take this, Write down).
- They may have difficulty with English spelling because by contrast Arabic spelling is quite regular.
- They may not use the verb 'to be' because it is not needed in Arabic e.g. 'Maryam in the house' makes sense in Arabic.
- They may drop the 's' from third person present singular verbs e.g. She eat, He go.
- They may add the noun plural ending to the verb e.g. The boys eats.
- They may not use capitals because they don't exist in Arabic.
- They may have difficulty in identifying where full stops should be because punctuation is much more flexible in Arabic and it is acceptable to have many clauses added with 'and'.
- They may repeat the subject as a pronoun e.g. My sister she is kind.
- They may have difficulty with question forms especially those that use 'do' or 'does'.
- They may not use plurals accurately because there are several ways for writing plurals in Arabic.
- They may put adjectives after the noun as this is the pattern in Arabic (the shirt blue).
- They may use 'the' in front of abstract nouns because in Arabic they are definite e.g. 'The life is hard' instead of 'Life is hard'.
- They may use work, information, advice, time and life in plural as all of these can be used in plural in Arabic.
- They may not know which preposition to use because there are differences in the rules between the two languages.
- They may have difficulty with the 'p' sound as there is no 'p' sound in the Arabic alphabet.
- They may use 'the' in front of days of the week, months of the year, meals, town and country names as these are always prefaced in Arabic with 'al'.
- They may be confused by English phrasal verbs or idioms e.g. 'You'll have to do without your hat' or 'Hold your horses'.

# APPENDIX F

## The Latifa Secondary School Library Aims and Objectives

The aim of the library is to support the overall philosophy and objectives of the school with regard to its Literacy Policy.

The school library provides an educational environment where students have access to information, and reading for pleasure through a book stock and a range of ICT resources which are as wide ranging as possible while remaining within the guidelines for schools within a Muslim society.

The school library aims to foster the development of life-long learning skills and a love of reading in our students.

. It also provides teachers with support materials and professional support through the expertise of the librarian.

. The services offered relate closely to the school's curriculum requirements. The library offers resources in support of those, as well as providing opportunities for independent leisure reading and support for class teachers' own programmes for teaching literary appreciation and information literacy skills.

Objectives for the school library are: Reading/Literature enjoyment and appreciation

- To provide appropriate resources and opportunities for students to develop and expand their literary appreciation and reading competence;
- To provide a range of resources for the recreational reading of students (and teachers).

### Information Literacy

- To provide resources and consulting services to teachers and students in support of identified areas within departmental schemes of work;
- To provide instruction in the identification, selection, location and retrieval of appropriate information from text or ICT sources;
- To actively support the instructional process in which students use data and information to create new knowledge, by planning and working directly with class teachers;
- To effectively and efficiently manage the library facility, resources and programmes to benefit the entire school community.

# APPENDIX G

## Record of filofax inserts

### *Years 7-8*

- Literacy Guide
- PACE bookmark (brain gym)
- Plagiarism (simple sheet - red/black)
- Acknowledging your sources of information (coloured)
- Useful words
- Literacy Correction Policy (key to symbols)
- Personal reading log

### *Year 9*

- PACE bookmark
- Literacy Correction Policy (key to symbols)
- Plagiarism (with pictures)
- Acknowledging your sources of information (coloured)
- Personal reading log

### *Years 10 -13*

- Plagiarism - and how to avoid it!
- Literacy Correction Policy (key to symbols)
- Learning how to proof read
- Exam technique - command words
- Ten easy steps to a great research project
- Formatting a bibliography (black/white)
- Personal reading log

### *Staff*

- Difficulties for Arabic speakers learning English
- Literacy correction policy
- School statement on plagiarism
- Acknowledging your sources of information
- Learning how to proof read