



# ST HILDA'S CE HIGH SCHOOL

## Literacy Marking Policy

Date Policy prepared: January 2020  
Governor Committee:  
Policy agreed by committee:  
Date ratified by governing body:  
Policy reviewed by: JH/JCo  
Date for next review (annual/2 yearly ): January 2021



# ST HILDA'S CE HIGH SCHOOL

VALUE		THE POLICY		
Wisdom	Hope	Community	Dignity	Equality
<p>We aim to develop excellent standards in effective literacy skills and exam outcomes</p> <p>The guiding principal of this policy to ensure that all students will be treated with dignity when their work is marked for literacy.</p> <p>The policy aims for high standards of literacy in school with all staff working together to improve literacy standards</p> <p>All abilities have been taken into consideration when preparing this policy.</p> <p>This is also consistent with our values.</p>				

**St Hilda's is educating for Wisdom, Dignity, Hope, Community and Equality**

## Rationale

The purpose of this policy is to ensure that all staff are marking with literacy in mind and that this is consistent across the school. All students will understand literacy targets set for them.

The reasoning behind the two documents to follow is to ensure that the needs of all departments are met. The basic codes to highlight capital letters, expression, punctuation, new paragraph, spelling and presentation can be used in shorter pieces of writing, when marking for *content* is a priority and with our lower achieving pupils. The more detailed codes can be used as and when it is deemed appropriate by each individual teacher.

Posters showing both the simplified and more detailed targets are to be displayed in every classroom.

The literacy marking policy is to be used in conjunction with departmental marking policies when applicable.

Literacy is the responsibility of all staff within school.

DRAFT



# What literacy skills do you need to work on?

## Literacy Targets

<b><u>Cp</u> - Capital Letters</b>		<b><u>Exp2</u></b> Read your sentence and try to use more sophisticated phrasing.	<b><u>P4</u></b> Use a range of punctuation.	<b><u>Sp2</u></b> - Use correct homophone.
<b><u>Cp1</u></b> Begin a sentence with a capital letter.	<b><u>Exp3</u></b> Avoid using slang (colloquial expression)	<b><u>P5</u></b> Use speech or quotation marks.	<b><u>Sp3</u></b> - Remember key spelling rules.	
<b><u>Cp2</u></b> Use capital letters for names and places (proper nouns)	<b><u>Exp4</u></b> Try to use more ambitious vocabulary.	<b><u>NP</u> - // New Paragraph</b>	<b><u>Pr</u> - Presentation</b>	
<b><u>Cp3</u></b> Always use a capital letter for 'I'	<b><u>P</u> - Punctuation</b>	<b><u>NP1</u></b> - Use a paragraph to illustrate a change in time, place, topic or speaker.	<b><u>Pr1</u></b> - Date to be written in full and title should be written centrally.	
<b><u>Cp4</u></b> Do not use capital letters in the middle of sentences or when not necessary	<b><u>P1</u></b> End each sentence with a full stop.	<b><u>NP2</u></b> - Vary paragraph length for effect.	<b><u>Pr2</u></b> - Leave a line or indent for new paragraphs.	
<b><u>Exp</u> - Expression</b>	<b><u>P2</u></b> Use commas accurately and to control your sentences.	<b><u>Sp</u> - Spelling</b>	<b><u>Pr3</u></b> - Follow appropriate layout for set task.	
<b><u>Exp1</u></b> Read your sentence aloud and check it makes sense.	<b><u>P3</u></b> Apostrophes to be used accurately.	<b><u>Sp1</u></b> - Find out correct spelling and practise in a sentence three times.	Always remember to proof-read your work.	