



Literacy Policy

Approved by Governors 24 January 2023

Review Committee: Standards and Effectiveness

Review Term: Biennially

Completed by J. Wilson



LITERACY POLICY

Mission Statement

“Love one another as I have loved” (John, 15)

We believe that Jesus Christ and his Gospel Call – to love God and all people – are at the heart of what we do.

He inspires us, as children of God, to uphold the dignity of each individual. We strive to develop a community in Christ which fully supports all in achieving their potential – spiritually, academically and personally.

Rationale

At Christ the King, we believe that literacy underpins the whole of the school curriculum and that developing student's abilities to speak, listen and communicate, to think, explore and organise effectively is the key to improving learning and raising standards in all subject areas. At Christ the King, all teachers share responsibility for the implementation of literacy learning within the classroom, and acknowledge the crucial role of support staff in supporting the development of literacy. A high standard of Literacy allows students to develop their independent learning, and can have an impact on their self-esteem, motivation and behaviour. We believe that a whole-school approach to literacy will enable students to ultimately emerge as confident and articulate communicators equipped with a proficient range of literacy skills to successfully progress into further academic studies or employment.

This policy seeks to provide a framework for the development of cohesive teaching of literacy across all aspects of the school curriculum.

The principles of the CtK Literacy Policy

- It is the responsibility of all staff to develop students' literacy skills.
- Classroom practice should reflect the CTK Literacy Policy.
- The term 'Literacy' incorporates all three components of language: speaking and listening, reading and writing. These elements of language are interdependent and integral to all learning.
- Literacy is fundamental to personal and social development and to life-long learning.
- Teachers must be aware and plan for the language demands made of the students' in their subject areas.
- The learning and teaching of all subjects requires an understanding by the subject teacher of how work undertaken in their subject can contribute to the development of literacy skills.
- Resources should be appropriate to improve and develop the students' language.

CtK Policy Aims

We aim to:

- Adopt a whole-school approach to literacy across the curriculum in keeping with the practices and principles established in the National Literacy Strategy and EEF guidance.
- Enable all students to reach their potential in the key literacy skills of oracy, reading and writing.
- Raise staff awareness of key literacy strategies through INSET, SGP (sharing good practice groups), Teach Meets and across departments.
- Develop literacy through the deployment of a range of resources available e.g. LSC, Library, ICT suites, First News, iPads etc.
- Offer students models and frameworks for speaking and listening, reading and writing.
- Encourage teachers to provide targeted vocabulary instruction in every subject, prioritising Tier 2 and Tier 3 vocabulary.
- Actively encourage the use of Standard English.
- Encourage the inclusion of balanced opportunities for speaking and listening, reading and writing in the classroom.

- Establish procedures for monitoring literacy across the curriculum.
- To develop disciplinary literacy across the whole school through the inclusion of appropriate schemes of work and planning.
- To encourage all students and staff to be motivated to read for pleasure and to develop a lifelong love of reading.
- Use the marking and feedback policy, where marking for literacy will be clear and consistent across the school.
 - To provide opportunities for students to read extended academic texts in all subjects.
 - To provide high-quality literacy interventions for struggling students.

PRIORITIES FOR CtK

- To provide opportunities for students to read extended academic texts in all subjects.
- To increase the amount of students reading for pleasure.
- Address gaps in learning through reading intervention including phonics at KS3.
- Other priorities to be decided in the time frame of the policy.

NGRT Reading Age

ABOVE

+12 months above actual age

AT

Up to +11/-11 months above or below actual age

BELOW

-13 - -23 months below actual age

SEN

-24 months below actual age (or more)

Whole School

- Reciprocal reading
- AWL vocabulary explicit teaching

English

- 5 minutes private reading in each lesson
- Reading challenges
- Lancashire Book of the Year

Wider School

- Form time DEAR weekly
- Teacher led reading groups
- Bookbuzz + launch day
- World Book Day
- Library access

Whole/English/Wider School

- As with Above/At, with more teacher focus on reading time – class/English/Form
- First News for reluctant readers

Intervention

- Reading buddies 1 reg/wk OR
- Teacher led reading groups 2 x reg/wk (3 groups of up to 5 students – JW/MH)

Other Sets

Whole/English/Wider School

- (If available) TA doing 1-2-1 reading in English lessons

Intervention

- 1-2-1 TA led Reading Rockets phonics programme 2 or 4 times per week during registration (maximum of 14 students per week)

Nurture Group

Whole/English/Wider School

- Teacher inset on phonics teaching/reading

Intervention - LLS

- Teacher + TA led Reading Rockets phonics programme 1 x 50 mins per week

1

Prioritise 'disciplinary literacy' across the curriculum



- Literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life.
- Disciplinary literacy is an approach to improving literacy across the curriculum that emphasises the importance of subject specific support.
- All teachers should be supported to understand how to teach students to read, write and communicate effectively in their subjects.
- School leaders can help teachers by ensuring training related to literacy prioritises subject specificity over general approaches.

2

Provide targeted vocabulary instruction in every subject



- Teachers in every subject should provide explicit vocabulary instruction to help students access and use academic language.
- Effective approaches, including those related to etymology and morphology, will help students remember new words and make connections between words.
- Teachers should prioritise teaching Tier 2 and 3 vocabulary, which students are unlikely to encounter in everyday speech.
- Teachers and subject leaders should consider which words and phrases to teach as part of curriculum planning.

3

Develop students' ability to read complex academic texts



- Training focused on teaching reading is likely to help secondary school teachers teach their subject more effectively.
- To comprehend complex texts, students need to actively engage with what they are reading and use their existing subject knowledge.
- Reading strategies, such as activating prior knowledge, prediction and questioning can improve students' comprehension.
- Strategies can be introduced through modelling and group work, before support is gradually removed to promote independence.

4

Break down complex writing tasks



- Writing is challenging and students in every subject will benefit from explicit instruction in how to improve.
- Teachers can break writing down into planning, monitoring and evaluation, and can support students by modelling each step.
- Targeted support should be provided to students who struggle to write fluently, as this may affect writing quality.
- Teachers can use a variety of approaches, including collaborative and paired writing, to motivate students to write.

5

Combine writing instruction with reading in every subject



- Combining reading activities and writing instruction is likely to improve students' skills in both, compared to a less balanced approach.
- Reading helps students gain knowledge, which leads to better writing, whilst writing can deepen students' understanding of ideas.
- Students should be taught to recognise features, aims and conventions of good writing within each subject.
- Teaching spelling, grammar and punctuation explicitly can improve students' writing, particularly when focused on meaning.

6

Provide opportunities for structured talk



- Talk matters: both in its own right and because of its impact on other aspects of learning.
- High quality talk is typically well-structured and guided by teachers.
- Accountable talk is a useful framework to ensure talk is high quality, and emphasises how talk can be subject specific.
- Teachers can support students by modelling high quality talk, for example including key vocabulary and metacognitive reflection.

7

Provide high quality literacy interventions for struggling students



- Schools should expect and proactively plan to support students with the weakest levels of literacy, particularly in Year 7.
- Developing a model of tiered support, which increases in intensity in line with need is a promising approach.
- Assessment should be used to match students to appropriate types of intervention, and to monitor the impact of interventions.
- Creating a co-ordinated system of support is a significant challenge requiring both specialist input and whole school leadership.