



Literacy for Learning Policy Our Lady and St Bede Catholic Academy

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LITERACY FOR LEARNING POLICY

1. Rational

1.1. Our Lady & St Bede Catholic Academy recognises the essential importance of literacy in order to raise our pupils' attainment and progress, as well as to equip our pupils with the necessary skills to be successful in life. Literacy is integral to our core purpose: to inspire confident learners to thrive in a changing world.

1.2. The development of an effective literacy skillset (speaking, listening, reading and writing) is fundamental to the achievement of a rich and fulfilling education and life after education. Improving literacy and learning can have an impact on pupils' self-esteem, motivation, behaviour and attainment.

1.3. Our Lady & St Bede Catholic Academy's curriculum is underpinned by developing pupils' abilities to speak, listen, read and write for a wide range of purposes.

2. Aims

2.1 Our Lady & St Bede's Literacy Policy and Practice is based on the seven recommendations from the Education Endowment Foundation, which aims to support a consistently excellent, evidence-informed education system in England that creates opportunities for all children and young people, regardless of their family background. Please see: <https://educationendowmentfoundation.org.uk/tools/guidance-reports/improving-literacy-in-secondary-schools/>.

See Appendix A: Improving Literacy in Secondary Schools: Summary of recommendations.

2.2 Increase pupils' literacy and confidence with literacy across the curriculum.

2.3 Develop a shared understanding, between all staff, of the role of high quality teaching practice in pupils' learning.

3. Speaking and Listening

3.1 Teachers and Teaching Assistants will encourage pupils to participate widely in lessons.

3.2 Provide opportunities for structured talk in lessons and model high-quality talk, for example including Tier 2 and Tier 3 key vocabulary.

3.3 Sentence stems using the Reciprocal Reading strategies will be used to talk through reading stimulus and establish discussions.

3.4 A separate Oracy strategy and action plan will support this.

All subject teachers will:

- Model high-quality talk for their pupils, modelling the correct usage of Tier 2 and Tier 3 vocabulary in their subject domain;
- Explicitly guide pupils to use high-quality talk in lessons;

- Use subject-specific strategies for oracy instruction that will deepen the speaking and listening skills of pupils in their subject;

4. Reading

4.1 Teachers use strategies to explicitly teach pupils Tier 2 and Tier 3 key vocabulary to develop their understanding in every subject as pupils are unlikely to encounter these in everyday speech.

4.2 Teachers develop pupils' ability to read complex academic texts by developing reading strategies, the Reciprocal Reading strategy is the conduit for this.

4.3 Teachers use available data on pupils' reading abilities to make informed choices about appropriate texts and to plan support for pupils. We promote reading for pleasure across the school through a range of planned activities, including DEAR time.

4.4 Teachers and subject leaders will have considered and identified which words and phrases to teach as part of the curriculum planning and this is documented in curriculum documentation.

4.5 Teachers encourage the enjoyment of books and reading so that the pupils develop a life-long enjoyment of text

4.6 Pupils develop a critical appreciation of what they read through strategies put in place

4.7 Pupils develop research and study skills, using library and class texts, in conjunction with the internet and other electronic means;

4.8 Pupils read to develop a critical appreciation of the writing of others to emulate these skills in their own writing;

4.9 Teachers and other professionals encourage care and ownership of books.

All subject teachers will:

- Ensure that pupils read, or listen to appropriate texts in all subjects;
- Model reading for understanding in their subject area utilising reciprocal reading strategies;
- Explicitly guide pupils to use their textbooks effectively, these may include dictionaries, thesauruses or other subject-specific texts;
- Use subject-specific strategies for vocabulary instruction that will deepen the reading skills of pupils in their subject;
- Have identified Tier 2 and Tier 3 key vocabulary for schemes of learning that require specific teaching;
- Use relevant assessment methods to monitor pupils understanding of key vocabulary and understanding.

5. Writing

- 5.1 Our whole school aim is for every pupil to produce writing to be proud of. Writing scaffold resources will be used to support all extended writing tasks within departments.
- 5.2 Teachers are to break down complex writing tasks and provide explicit instruction using a variety of tools, such as modelling, targeted support, collaborative and paired writing.
- 5.3 Use dedicated improvement and reflection time to develop their literacy skills and 'Golden Time' to develop independent pieces of work including longer written responses.

All subject teachers will:

- Adhere to 'Marking for Literacy' guidance;
- Feedback to pupils, areas in which they can make improvements, outlining the strategies needed;
- Provide timely reminders to pupils, encouraging them to check their work through and act upon feedback given;
- Draw attention to the act of writing, encouraging an awareness that will create good habits;
- Encourage a high standard of presentation in their subjects, encouraging pupils to strive for 'Pride in Presentation' instilling a sense of pride in their writing and presentation.

Literacy Feedback

The school's Feedback Policy ensures that teachers' marking of writing reinforces correct English punctuation, grammar and spelling. Work will be marked for literacy using the following symbols:

Sp	Incorrect Spelling - write out the correct spelling x 3 in green, in the margin or in a designated area	Gr	Grammar (the mistake will be circled).
C	Capital Letter.	^	Missing word.
//	New Paragraph	P	Punctuation.
?	Unclear meaning / clumsy expression.	✓	This is very good.
		✓	
U	Underline.	FS	Full Sentences

Following marking, time must be planned into lessons to allow pupils to read and reflect on the comments, responding in writing to the feedback that they have been given. Any spelling, punctuation and grammatical mistakes should also be corrected by the pupil in green pen.

Correcting Spelling, Punctuation and Grammar Errors

- Spelling errors should be indicated in the margin with an Sp code (when appropriate) and the word circled.
- Generally, the teacher will allow time, either in a lesson or as part of homework, for pupils to correct spelling errors themselves but teachers may write the correct spelling for the pupil where they feel appropriate. However, it is

recognised that in subjects where pupils are learning to write in a foreign language, it may be more appropriate for teachers to correct spelling errors.

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- It is recognised that it may not always be appropriate for every spelling error in a piece of writing to be corrected. Corrections may be limited to subject-specific keywords and words it is felt pupils 'ought' to know.
- Teaching staff should remain sensitively aware when correcting the work of pupils with a Specific Learning Disability.
- Departments should devise their own literacy correction strategies. For example, it is suggested that pupils correct spellings in the margin or neatly on the page, three times in green pen.

6. Literacy Interventions

- 6.1 Targeted literacy interventions take place to support struggling readers. Interventions will be organised by the Whole School Literacy Lead and SEND department. All pupils' reading ages are tested and determined using the New Group Reading Test (NGRT - a standardized reading assessment that reliably measures reading skills against the national average). Pupils with lower reading ages could be selected to take part in one or more of the school literacy interventions following additional diagnostic testing. At OLSB, we use a tiered approach to interventions:
- Tier 1: FreshStart Phonics (Read, Write, Inc): systematic synthetic phonics programme for older readers who are struggling.
 - Tier 2: Targeted Reading Groups: small group reading sessions which focus on using Reciprocal Reading to develop pupils' fluency and comprehension
 - Tier 3: Reading Groups led by Reading Leaders (older, expert pupils) which focus on using Reciprocal Reading to develop pupils' confidence, fluency and comprehension
- 6.2 Staff who teach reading interventions have relevant, up-to-date training. Where relevant, intervention staff also give training to subject teachers.
- 6.3 Interventions are closely monitored to evaluate the effectiveness of reading interventions.

7. Enrichment

- 7.1 Our Lady and St. Bede offers a variety of additional literacy-based enrichment opportunities:

For example, Poetry by Heart, First Chapter Fridays, and World Book Day.







These events are used to provide pupils with an opportunity to engage and celebrate literacy beyond the curriculum.

8. Monitoring and Evaluation of Literacy across the Curriculum

- 8.1 Heads of Department should ensure that their staff are following the school's expectations for developing pupils' literacy skills.

- 8.2 Members of the school's SLT, together with the Whole School Literacy Lead, will monitor whole school engagement with literacy initiatives, including both pupils and staff.

Appendix A: Improving Literacy in Secondary Schools: EEF Summary of Recommendations

<p>1</p> <p>Prioritise 'disciplinary literacy' across the curriculum</p>  <ul style="list-style-type: none"> • 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. 	<p>2</p> <p>Provide targeted vocabulary instruction in every subject</p>  <ul style="list-style-type: none"> • 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. 	<p>3</p> <p>Develop students' ability to read complex academic texts</p>  <ul style="list-style-type: none"> • 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. 	<p>4</p> <p>Break down complex writing tasks</p>  <ul style="list-style-type: none"> • 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. 	<p>5</p> <p>Combine writing instruction with reading in every subject</p>  <ul style="list-style-type: none"> • 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. • 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. 	<p>6</p> <p>Provide opportunities for structured talk</p>  <ul style="list-style-type: none"> • 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. 	<p>7</p> <p>Provide high quality literacy interventions for struggling students</p>  <ul style="list-style-type: none"> • 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.
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