



Statement of Intent

Sound literacy skills are essential for progress across the curriculum and to enable students to function effectively in adult life, and we are committed to raising these standards for every student.

Students must know 95% of the words in a text to be able to read fluently and comfortably.

43% of Year 7 students nationally have a limited vocabulary to the extent that it affects their ability to learn.

As such, every teacher has a responsibility to develop students' competence in reading, writing, speaking and listening in their own subjects, and to ensure that students become confident users of language in order to access the curriculum effectively and achieve their potential.

Implementation at Whole-School Level

We have developed a robust plan for the development of literacy skills across the curriculum, which has been based on relevant research and guidance from the *EEF (Improving Literacy in Secondary Schools)*; *Closing the Vocabulary Gap (Alex Quigley)* and *Closing the Reading Gap (Alex Quigley)*. The implementation of this policy requires a whole-school approach, and will include the following actions:

- Staff will be given in-service training to support this policy. Training on targeted vocabulary instruction, and strategies to promote reading and questioning will be embedded throughout the annual CPD programme.

- Schemes of work will specify how literacy skills are reinforced within their subject areas.
- Staff will follow whole school policies on marking and literacy.
- Students lacking basic literacy skills will be identified at transfer, using key stage two transition data.
- In Key Stage 3, literacy support will target students most in need of support who will receive extra help via withdrawal and one-to-one support.
- Students in Years 7 and 8 requiring extra help with reading will be asked to attend guided reading sessions.
- Parental engagement will be encouraged to promote wider reading and reading for pleasure at home.

The SENDCO, Literacy Co-ordinator and Teacher of Reading will advise teaching staff on supporting students with reading and writing difficulties.

Key Priorities 2021-2022

- *Explicit teaching of targeted vocabulary*
- *Developing reading comprehension and reading for pleasure*
- *Breaking down complex writing tasks*

1. Key roles and responsibilities

- 1.1. The Governing Body has overall responsibility for the implementation of the Literacy Policy and procedures of St Mary's Catholic High School.
- 1.2. The Governing Body has overall responsibility for ensuring that the Literacy Policy, as written, does not discriminate on any grounds, including but not limited to ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- 1.3. The Governing Body has overall responsibility for reviewing the Literacy Policy annually.
- 1.4. The Headteacher has responsibility for handling complaints regarding this policy as outlined in the school's Complaints Policy.
- 1.5. The Headteacher will be responsible for the day-to-day implementation and management of the Literacy Policy of St Mary's Catholic High School.

- 1.6. The Literacy Coordinator will be responsible for liaising with teachers across all of the departments to facilitate the delivery of cross-curricular literacy skills.
- 1.7. The Teacher of Reading will be responsible for implementing and developing targeted reading intervention across Key Stage 3, in addition to developing a culture of reading for pleasure across the curriculum.
- 1.8. The English department will be responsible for teaching basic literacy skills.
- 1.9. Teachers will be responsible for developing literacy skills across their subjects.

2. Reading guidelines

- 2.1. Year 7 will complete a session of guided reading during form every week.
- 2.2. Guided reading will take place in the LRC.
- 2.3. All students have access to books from the school LRC. Students should also be encouraged to join their local public libraries.
- 2.4. All subject areas should provide opportunities to read challenging texts, and to encourage wider reading to complement their subject knowledge.
- 2.5. All staff should be aware of the specific requirements of their subject and should prepare students where necessary. Staff should reinforce reading/study skills techniques taught in English such as skim-reading, note-taking, underlining key words etc, and should also implement reciprocal reading strategies.
- 2.6. Staff will take account of the literacy demands made by students in their lessons and plan support strategies to assist students. E.g. active reading strategies.
- 2.7. Staff should plan opportunities for students to show they understand information conveyed in different forms of text and from different sources.

3. Writing guidelines

- 3.1. Staff will encourage accuracy in writing by following the school's marking policies.
- 3.2. Throughout the year, staff will reinforce skills with students whenever they are engaged in writing tasks.
- 3.3. Staff will encourage students to use a neat, joined handwriting style and insist on a neat presentation. Students with poor handwriting should be referred to the SENDCO who will liaise with the appropriate staff to implement support.
- 3.4. Staff will assist students in the organisation of their writing, and will provide good models and writing frames where appropriate to support pupils with their writing.

- 3.5. Staff will help students to choose appropriate expression in writing, according to the task and type of writing required, by teaching the appropriate conventions.
- 3.6. Staff will reinforce basic skills in writing, reminding students of the importance of basic punctuation and paragraphing in the context of their work.
- 3.7. Staff will purposefully include targeted vocabulary instruction into their schemes of work in order to provide students with routine opportunities to develop their knowledge of key vocabulary and root words, suffixes and prefixes.
- 3.8. Students will be encouraged to plan and check their work. Staff should plan opportunities for students to convey meaning in a range of forms for different readers/audience.

4. Speaking and listening guidelines

- 4.1. Staff will encourage the development of speaking and listening through activities within each unit of work.
- 4.2. Staff are to plan opportunities for students to speak articulately in a range of contexts and for different purposes.
- 4.3. Systems such as Collaborative Group work structures are to be used to ensure active participation in group and class discussions.

5. Use of data

- 5.1. Reading data on all students will be available for all staff. Staff can then plan appropriately.
- 5.2. KS2 data will be available to all staff to assist in planning.
- 5.3. Regular reading tests in Key Stage 3 will measure progress so intervention can be planned and implemented.

6. Key stage 3

- 6.1. Pupils at Key Stage 3 will be taught the following literacy skills across the curriculum:
 - Awareness of the sounds of language.
 - To spell and use an extensive and challenging vocabulary.
 - Word grammar.
 - Sentence grammar.
 - Reading and comprehension.
 - To love reading and books.

6.2. In English, pupils at key stage 3 will be taught to:

- Develop an appreciation and love of reading, and read increasingly challenging material independently.
- Understand increasingly challenging texts.
- Read critically.
- Write accurately, fluently, effectively and at length.
- Plan, draft, edit and proof-read.
- Speak confidently and effectively.

7. Key stage 4

7.1. Pupils will be taught to:

- Read critically with a high level of comprehension.
- Summarise and synthesise information.
- Evaluate a writer's choice of vocabulary, form, grammatical and structural features.
- To compare texts.
- Produce clear and coherent text and write effectively for a range of purposes.
- Write for impact.
- Present information and ideas vocally.
- Respond to spoken language.
- Use Standard English whenever and wherever is appropriate.

8. Literacy action plan:

Aims

To develop pupils' abilities to read, write and communicate verbally in order to access both the curriculum and each pupil's potential. In addition, attitudes to reading will be targeted in order to promote an ethos of reading for pleasure.

Target	Strategies	Lead	Funding	Monitored by	Timescale	Success Indicators
To improve pupils' reading ability.	<ul style="list-style-type: none"> Register and Read Key Stage 3 (rolling programme) Use of reciprocal reading strategies in class Embedding challenging reading texts in all subjects Encouraging wider reading at home 	Literacy co-ordinator/teacher of reading		Literacy co-ordinator / AHT T&L		<ul style="list-style-type: none"> Reading ages in Years 7 and 8-NGRTs Reading data at KS 3 Exam results KS4
To promote an ethos of reading for pleasure.	<ul style="list-style-type: none"> Library promotion. Celebration of national reading events, such as World Book Day Peer reading scheme Students librarians Register and Read Key Stage 3 (rolling programme) 	Teacher of reading Literacy co-ordinator		Literacy co-ordinator / teacher of reading		<ul style="list-style-type: none"> Number of library loans Pupil voice Participation numbers
Address SEN pupils' literacy needs.	<ul style="list-style-type: none"> Continued SEN support in and out of lessons. Use of specific reading strategies to support specific students 	SEN Co-ordinator		SENDCo		<ul style="list-style-type: none"> Pupil's progress – measured across the board again.
To improve the accuracy and presentation of pupils' writing.	<ul style="list-style-type: none"> Whole School policy marking for literacy specifically Spelling and Grammar (SPAG). 	All teachers		Curriculum Lead		<ul style="list-style-type: none"> Improving SPAG standards across school – ultimately leading into GCSE grades. Book look and learning walk reports
Improve pupils' speaking and listening.	<ul style="list-style-type: none"> KS3 and KS4 debate societies. Use of structured talk resources to scaffold oral contributions 	All teachers		Literacy co-ordinator / AHT T&L Curriculum Lead		<ul style="list-style-type: none"> Participation in debate clubs Pupil confidence towards S&L tasks in class KS4 speaking and listening data (English)
All departments to provide opportunities for	<ul style="list-style-type: none"> All Departments to ensure schemes of work include both 	Curriculum Lead		Literacy co-ordinator /		<ul style="list-style-type: none"> Evidence in SOWs of Literacy

<p>pupils to develop literacy skills in class.</p>	<p>implicit and explicit literacy opportunities.</p> <ul style="list-style-type: none"> • Embedded use of targeted vocabulary instruction • Use of reciprocal reading strategies across all subjects 			<p>AHT T&L</p>		<p>opportunities.</p> <ul style="list-style-type: none"> • Book look and learning walk reports
<p>To bridge gap between primary and secondary to improve literacy standards.</p>	<ul style="list-style-type: none"> • Liaising with feeder schools – visits, collaboration with lessons etc. • Develop understanding of phonics in a secondary school setting 	<p>Transition Lead Head of Year 7 Teacher of reading</p>		<p>Literacy co-ordinator / AHT T&L</p>		<ul style="list-style-type: none"> • Improved assessment into Year 7.
<p>To develop links with parents.</p>	<ul style="list-style-type: none"> • Information shared via PIE and school website on reading strategies/ways to support reading at home • Reading with parent homework. 	<p>Literacy co-ordinator / teacher of reading</p>		<p>AHT T&L</p>		<ul style="list-style-type: none"> • Information sheet shared via website • Evidence of reading at home recorded on worksheet.