## Literacy Strategy 2020 - 2023

Our comprehensive Literacy Policy can be found in the documents and policies section of the school website. The following shows our evaluation of the Literacy Policy 2017 – 2020 and our priority planning for Literacy in the years 2020 through to 2023. Whilst the list is not exhaustive, it is intended to give an overview of our intended trajectory in relation to Literacy development at St John Henry Newman Catholic School.

<table>
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<tr>
<th>Year</th>
<th>Intent &amp; Implementation</th>
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| 2017 – 2020    |  - Implement and embed DEAR time to encourage a love for reading and afford clear cross-curricular responsibility for reading  
                  - Implement and embed SALAD (speaking and listening activity development) days to give students the opportunity to engage in a variety of widened-curriculum opportunities with a focus on developing oracy skills  
                  - Implement and embed Newman Presents in Form Time to allow for students in all year groups to present on a current topic of their choice to their peers  
                  - Ascertain students’ strengths and weaknesses in reading and writing from Primary Schools at Transition level in order to target early support |

### Impact

DEAR time now happens with consistency and regularity in the vast majority of subjects (exceptions of PE and small minority of subjects when practical requirements make the implementation of DEAR time detrimental to the impact of other activities e.g. cooking) The reading environment is purposeful, with students reading aloud at the request of their teacher and making good gains in Accelerated Reader testing. We use our Accelerated Reader data to offer the incredibly successful ‘Rescue Reading’ programme as an intervention to students with reading ages lower than 10 years. Reading age data throughout this period has shown significant gains in reading ages being made, especially with readers who start with a low reading age.

Our half-termly SALAD days* have had a significant, positive impact on our Curriculum. They allow for teachers and subject areas to broaden the curriculum significantly to fulfil robustly the requirements of the National Curriculum. The success of the days is born out in behaviour data which shows significant and successful pupil engagement; furthermore, SLT drop-ins and monitoring/observation by the Literacy Lead further evidences clear engagement and improved confidence from pupils when presenting and answering questions.

Newman Presents takes place in every form, every week. Students now consistently deliver presentations to their peers with increasing confidence, developing valuable skills that prepare them for future life. Recording data and HOY drop-ins show tutors regularly monitor and assess the presentations of pupils.

Our transition pen portraits now ascertain from Primary Schools data relating to our incoming students including their writing/reading/numeracy ability, their weaknesses and also interventions that the primary teacher would feel appropriate to support our students with weaker literacy skills coming into St John Henry Newman Catholic School. This gives us the significant advantage of planning early and putting in place intervention to avoid any ‘dips’ in the transition process.

* Covid-19 restrictions have meant that SALAD days will be logistically impractical 2020 – 2021, however they will remain an integral and essential component of our curriculum offer in normal times.
### 2020 - 2021

**Intent and Implementation**

1. **We aim to improve students’ word knowledge through explicit teaching of vocabulary, especially Tier 2 & 3 words.**
   - INSET for all staff relating to vocabulary instruction and teaching strategies
   - Distribution of Freyer models & vocabulary activities to use in the classroom
   - Draw specific attention to frequency and challenges of examination vocabulary, ensuring students can access tests

2. **We aim to evolve our reading for pleasure element during DEAR time to incorporate more subject specific reading and Reading for Progress**
   - INSET for all staff relating to closing the reading gap
   - Development of Guided Reading strategies for staff to make more impactful use of reading time
   - Tracking of tasks and activities over two half terms in a trial
   - Improve library provision in light of Lockdowns – promotion and introduction of ‘Access It’

3. **We continue to develop, embed, and promote standards in oracy through Newman Presents and questioning strategies to elicit extended responses from students**
   - Heads of Year to identify time on every tutor time schedule for Newman Presents
   - Heads of Year to support tutors in facilitating Newman Presents and ensuring pupils are prepared and present to a good standard
   - Disseminate oracy strategies to promote and embed into SALAD days

4. **Complete overhaul of the literacy policy to develop a working document that reflects the school’s aims in developing literacy and embedding it within the curriculum**
   - Develop a literacy policy that reflects teaching and learning, a working document that lays down our non-negotiables, but has flexibility and variety built in for teachers
   - Disseminate literacy policy during staff INSET, giving teachers the opportunity to read and reflect upon the policy and it’s requirements

### Impact

A comprehensive evaluation of this year’s strategies will take place in July 2021.

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### 2021 – 2022

**Intent and Implementation**

1. **Aim to improve students’ quality of written communication with a focus on skills in report, method, explanation, and evaluation writing across subjects.**
   - Re-visit the WAGOLL model with staff, students seeing and deconstructing high-quality exemplar material
   - Deliver INSET termly with a focus on how to elicit good quality writing from students
- Book monitoring, driven by subject leaders, with oversight from Literacy Lead, to show examples of quality extended writing

2. Aim to improve students’ quality of writing through application of wider Tier 2 vocabulary use.
   - Re-cap previous INSETs on vocabulary teaching and instruction
   - Subject Leads and departments to agree on Tier 2 vocabulary for development within their subject areas
   - Subject Leads and departments to identify which pieces of work they want to use each half term as evidence of vocabulary focus work

3. Continue to embed Academic reading in subject areas during DEAR time and beyond
   - LTPs show that Academic Reading is embedded into DEAR time across subjects
   - Drop-ins show that Academic Reading takes place during DEAR time

4. Develop and deliver scheme of learning to all Year groups in Autumn Term to robustly improve Newman Presents quality and delivery of presentations
   - Scheme of Learning developed and delivered
   - Clear evidence of students creating a physical presentation
   - Spreadsheet shows recording of Newman Presents data from all tutors
   - Monitoring by Literacy Lead and Literacy Coordinator QAs tutor judgements and checks standard of presentations delivered

Impact

A comprehensive evaluation of this year’s strategies will take place in July 2022.

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<tr>
<th>2022 - 2023</th>
<th>Intent and Implementation (Evaluation Strategy)</th>
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<tr>
<td>1. Literacy Lead, along with LEA Improvement Officer to conduct full review of strategies and strands covered over previous two years – checking how well reading, writing and oracy are embedded into Curriculum</td>
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<td>- QA programme to be developed and agreed</td>
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<td>2. Literacy Lead to meet with Subject Leaders to identify next steps for Subject Specific Literacy Requirements</td>
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<tr>
<td>- Subject Leaders to develop plan for Literacy in their subject in order to move academic reading and writing forwards</td>
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<td>3. Literacy Lead to feedback review and findings to SLT, Governors and Stakeholders</td>
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<td>- Report disseminated to all stakeholders with findings used to inform next steps</td>
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<td>4. School to adapt and implement next three year Literacy Strategy</td>
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<tr>
<td>- Review of literacy policy to reflect current practice in the school and to take account of new developments in the realm of literacy</td>
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<tr>
<td>- Strategy to reflect priorities in light of state of play of literacy in the school and nationally</td>
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Impact

A comprehensive evaluation of this year’s strategies will take place in July 2023.