ST JOHN HENRY NEWMAN CATHOLIC SCHOOL

LITERACY POLICY

2021 - 2024

Approved by[1]	
Name:	A. Yellowley
Position:	Chair of Governors
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Date:	March 2021
Review date[2]:	Summer 2024

Staffing Structure:

SAHT Literacy Lead: Declan McArdle
SENDCo: Lucinda Keelan
English Subject Lead: Louise Tickell
Literacy Coordinator: Eleanor Johnston
Reading Intervention Teaching Leader(s): Eleanor Johnston
Librarian and Reading Intervention Support: Nicola Jones

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1. Intent and Rationale

St John Henry Newman Catholic School is committed to raising standards of literacy for all students through a co-ordinated approach. Every teacher, leader, student and parent has a role to play in this process.

- Students need vocabulary, expression and organisational control to cope with the cognitive demands of subjects.
- Reading helps us to learn from sources beyond our immediate experience;
- Writing helps us sustain and order thought.
- Language helps us to reflect, revise and evaluate the things we do, and on the things others have said, written or done.
- Responding to higher order questions encourages the development of thinking skills and enquiry.
- Improving oral and written literacy and learning can have an impact on students' self-esteem, motivation and behaviour.

Implementation at Whole-School Level

At St John Henry Newman Catholic School, we have a robust plan for the development of literacy across the curriculum. First and foremost, Literacy and its development must be afforded a significant proportion of INSET and training time each term in the CPD plan to allow for the continuous upskilling of staff in the realms of developing Vocabulary, Reading, Writing and Oracy Strategies to support teaching.

To inform the plan, we have considered guidance from The EEF (Improving Literacy in Secondary Schools); the texts: Closing the Vocabulary Gap and Closing the Reading Gap (Alex Quigley), The Reading Mind (Willingham) and Reading Reconsidered (Doug Lemov) amongst other relevant research to develop this policy and development plan. All major reading and research can be found at the end of this document.
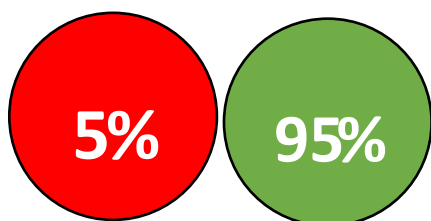
The implementation of this policy requires a whole school approach, driven by middle leaders and class teachers, with the full support and strategic leadership of the SLT.

Assessment

Available data from Key Stage 2, in addition to Accelerated Reader data for Years 7 & 8, is used to inform planning and to assist us in designing provision. We also use this data to inform and design relevant interventions.

Training and Teaching

Staff will be given in-service training to support this policy. Training on explicit vocabulary instruction, strategies to promote reading and questioning will be embedded and revisited throughout the year's CPD programme and in the induction materials for new staff.

5% **95%**

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

If reading is not fluent, meaning will be lost. To build reading fluency, vocabulary must be pre-taught and returned to frequently. On average a student needs to encounter a word 17 times before it is acquired.

Roles and Responsibilities:

- **Senior Leaders** lead and give a high profile to literacy.
- **English Department:** provides students with knowledge, skills and understanding they need to read, write and speak and listen effectively. Engage students in wider reading.
- **All staff** contribute to students' development of reading, vocabulary and oracy, explicitly teaching reading in their subject areas.
- **Middle Level Leaders:** Identify barriers to literacy in their subjects and ensure the curriculum responds to these demands. Where appropriate, subjects should seek to offer high-quality reading, writing and oracy.
- **Literacy Co-ordinator:** supports Literacy lead in implementing strategies and monitoring progress

- **Literacy lead:** supports departments in the implementation of strategies and encourages departments to learn from each other's' practice by sharing ideas.
- **Form tutors:** engage students in Form Time reading showing an interest in what a student is reading, and engaging students in discussion about what they are reading.
- **Heads of year:** to ensure students from their year group are attending Rescue Reading and supporting the Reading Support staff in ensuring Rescue Reading is attended. Also, as with tutors, to engage students with questions about what they are reading.
- **STAs and TAs:** to provide structured literacy support to all eligible students.
- **SENDCo:** to arrange for additional, bespoke and highly targeted reading support for those with an EHCP who are identified as having significantly lower reading ages and to liaise with the Literacy Coordinator the interventions that are needed.

2. Key Priorities for Literacy 2021 - 2024:

1	**Improving students' word depth knowledge – Explicit teaching of vocabulary.**
2	**Developing reading for pleasure and Academic Reading for progress within subject areas**
3	**Continue to develop and promote standards in oracy**

Priority 1 Improving students' word depth knowledge – Explicit teaching of vocabulary.
- Secure the teaching and learning of tier 2 and 3 vocabulary.
- Targeted decoding intervention through teaching resources.
- Secure the teaching and learning of exam literacy.

Priority 2 Developing reading for pleasure and academic progress.
- Refine the existing targeted reading intervention for students with a reading age significantly below their chronological age.
- Promote a love of reading through improved library provision (development of Access IT).
- Give departments greater freedom over selected texts and articles to use during DEAR time (embedding reading into the curriculum).
- Develop a more subject specific approach to reading and developing reading discipline through use of Gist and comprehension sheets based on INSET (improve the teaching of reading across the curriculum).
- Embed and adapt the Reading Challenge programme during form time to provide pupils with an extra 30 minutes of dedicated reading time a week.

Priority 3 Continue develop and promote standards in oracy
- Revisiting strategies that allow oracy-focussed tasks to take place in all subjects.
- Developing strategies to promote structured talk in the classroom.
- Continue to provide CPD to support staff planning for SALAD Days.

3. Reading in the classroom

Intent:
- To develop regular and effective reading in the classroom.
- To enable teachers to be confident in focused guided reading in their classrooms.
- To rapidly improve reading ages in the school.

Implementation:
We expect students to be given opportunities to read widely and often in the school. We expect explicit teaching of reading strategies appropriate to each discipline. As such, all staff have had reading training for planning for reading comprehension and understanding.

In the first instance (2020 – 2021) we envisage staff becoming comfortable with selecting suitably challenging texts to read during DEAR time with students, and as training is revisited, embedded and good practice shared, to become more expert at helping students decode and break down the texts.

Direct instruction of vocabulary sits within the teaching of reading in each subject area. Prior to reading a challenging text, it is suggested that teachers complete a prereading activity to aid comprehension (a GIST sheet). Disciplinary Reading is quality assured by the Literacy Coordinator and the SLT Literacy Lead.

The Literacy Leads will use a pre-defined format to ensure consistency in QA data and feedback. The SLT and subject leads will QA DEAR time to ensure it happens in the calendared slot, and to check the quality around the delivery and exploration of a text. Feedback will be provided to faculty and subject leads, and to individual members of staff each half term.

Reading non-negotiables:
- Texts chosen should be pre-planned, appropriate to context, learner, subject and context being taught.
- Teachers should plan to use texts in a systematic way – diagnosing the barriers and ensuring students are suitably prepared to read them through pre reading activities.
- Teachers should read the texts aloud to students, modelling the skills of an effective reader – expression, skimming, scanning, asking questions and making predictions.
- Guided reading must focus on developing reading skills and introducing new vocabulary in a way that it is well embedded. Teachers should ensure there is a **suitable activity, drawn on from INSET training, linked to the reading of a text.**

What it **is**:	What it **is not**:
An opportunity for teachers to teach relevant content to their subject and deepen knowledge through reading. To teach students how to become better readers through reading skills. To expose students to a variety of academic and non-academic texts. For students to learn that there is a purpose and place for academic reading, preparing them for college and university. A chance to model for students reading for pleasure around their subject area, providing an additional layer of opportunity to build cultural capital and creative ways of exploring subject material	An add on or initiative A time filler A break from learning your subject Something which 'gets in the way' of your teaching or a usual lesson. Something which is only done for lesson observations

Structuring guided reading:

The structure of guided reading should include a before, during or after reading task, and for every text explored in DEAR time, departments have been encouraged to create a GIST sheet to show methodical consideration of the text and the reading implications.

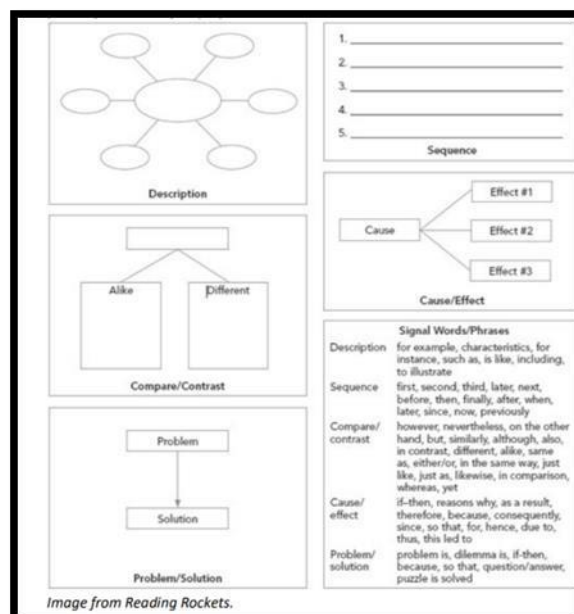| Before	• Predict what the text might be about • Trigger prior knowledge • Learn/recap new words relevant to the text • Ask questions about the text based on a title/image/extract • Skim and scan to find out a summary/specific facts • Visualise the text based on a title /image/extract
During	• Skim/scan/close read • Teacher reads aloud/students read aloud/ students read independently (dependent on ability of class). • Make connections and inferences • Ask questions to monitor understanding • Visualise/update predictions • Identify key words/ clarify unknown words • Dual code key ideas in a text.

After	• Summarise
	• Evaluate reading and form opinions
	• Identify and discuss the main points
	• Recall facts/ answer comprehension questions
	• Discuss new words / unknown words

Best Practice for Departments

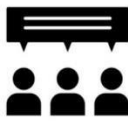As a department it's important to decide on **what disciplinary reading looks like** – what is needed to read in History, in Maths, in Biology? Do students need to make inferences, follow a line of argument, evaluate the accuracy of the account or understand cause and effect. Alternatively, you might be doing drop-down reading (reading around the curriculum) where you want students to understand the opinions or the events.

Make clear statements to students about the purpose of reading in your subject: 'Remember, we are reading to find out the writer's opinion'. 'Today we are reading to identify the processes.' It would help students to display a **graphic organiser** for the key text types in your subject as part of your Literacy display.

'Successful reading relies on a reader's capacity to understand both a large number of words as well as the subtleties and nuances of those words, even when words change their meaning according to the setting.' Doug Lemov

Other helpful strategies to deploy when planning for reading or approaching reading in the classroom

1) Predict
Using the title, the layout, connections to prior learning, the images etc. — get the pupils to make a prediction about the text's content *prior to reading the text*

2) Modelled Reading
Read the text **to the pupils**. Here you can model expert reading, including pronunciation of new terms, emphasis as and where appropriate etc.

3) Active Reading
Pupils should read the text independently, identifying any vocabulary they need **clarifying.** Simply put - underline any words/phrases they don't understand.

4) Clarifying
Clarify any words/phrases the pupils do not understand. Model dictionary use, deciphering meaning from context, use of etymology etc.

5) Reading Out Loud
Either as a whole group chorus, in pairs, or in small groups (depending on text/ group) — give the pupils chance to **read the text out loud.**

6) Discuss
Allow pupils the time to **discuss** the text they've read. Pupils will likely need scaffolding and structure here - don't assume they know *how* to discuss.

7) Question
Pupils should generate their own **questions** for either the teacher or the class to **answer.** Teachers should also have pre-planned questions about the text.

8) Summarise
Before moving on, ensure pupils can **summarise** what they've read. If they can't, you need to revisit to address whatever the misconceptions are.

9) Respond
Now pupils have constructed meaning from a text, they need to **do something with it!** Answer questions, manipulate, reproduce, etc.

4. Reading assessment

The following assessments are used to access reading at St John Henry Newman Catholic School. The type of assessment will vary depending on the context:

- KS2 reading score
- CATS (2020 and 2021 intake)
- EAL initial baseline – Bell Foundation
- Accelerated Reader Reading Age Data (Years 7 & 8)
- Phonics Screening Test (*in rare cases for significantly weaker readers likely with an EHCP)

The Accelerated Reader STAR reading tests is our main system for determining the reading ages of students. This test enables us to assess students' reading and comprehension skills in a single test, helping to identify those students who may need further support and benchmarking their performance against other students within the system at the same age.

At St John Henry Newman Catholic School all students in the Year 7 and Year 8 'y' and 'z' bands complete an Accelerated Reader test three times a year. Those who are part of an intervention programme can be tested more regularly at the discretion of the Literacy Coordinator, however this is not envisioned as being essential, as the quality of intervention takes precedence, with assessments forming the measure of impact and success.

The reading age data is analysed by the Literacy Coordinator and the SLT Literacy Lead, with respective reports and interventions identified, and the Reading Age is shared with class teachers to inform planning via SIMS mark sheets and registers. This data is also shared with all staff at regular points in the year via daily briefing notes.

A diagnostic report is produced and shared with students about their reading level, and this data is then sent home and shared with parents so that they are fully involved in the reading process.

Accessing Reading Age Data (staff):

Reading Age information in SIMs can be used to ensure reading texts are appropriate to learners. The Microsoft Word readability score can also be used for documents available in Word format.

We encourage staff to use Newsela to source differentiated, academic texts (www.newsela.com) and The Day (www.theday.co.uk) to identify and provide texts which are appropriate for the students in their class (and differentiate texts when needed). Students should be able to access most texts if the text has an adequate pre-reading task to prepare students.

5. Reading Intervention

Below is a summary of our reading intervention policy. Please see full policy on literacy intervention for more information.

At St John Henry Newman Catholic School we provide personalised and individualised interventions simultaneous to the curriculum to ensure students make progress in their reading. We provide a multidimensional pathway of short-term interventions which are designed to meet the needs of curriculum and guarantee that all students have the opportunity to succeed in the community post This approach requires understanding the unique challenges and barriers that are potentially faced by different populations of students, in which we aim to identify at the earliest opportunity, to ensure maximum support. This is completed through a rigorous, judicious and holistic assessment procedure, with the student's best interests at the forefront. As well as a students' SATS score, St John Henry Newman Catholic School uses a combination of data to ascertain intervention required.

Assessments undertaken by students:

ASSESSMENT	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11
KS2 Reading Data	X				
CATS (2020/2021)		X			
Accelerated Reader Test For a small number of students in reading intervention programmes, we will continue to use AR in Year 9 and Year 10.	X	X	X	X	
In class observation/ referrals	X	X	X	X	X
EAL (Those who have been in the country > 5 years). • Baseline test – Bell Foundation Assessment Framework.					

Following the initial assessments, the results from the Accelerated Reader tests are analysed to decipher the appropriate interventions based on their scores.

Staff are free at any time to make an evidence based literacy referral to the Literacy Coordinator if specific weaknesses are identified in comprehension or written skill.

Intervention Programmes:

Each intervention undertaken is evidence based and widely recognised, designed to help students with decoding, comprehension or phonics. All programmes are flexible and short-term meaning they can be bespoke to the needs of the student.

	Nature of intervention	Key ingredients
Reciprocal Reading	Reading comprehension strategies, which focus on the learners' understanding of written text, are rated as high impact on the EEF Toolkit. Reciprocal reading is a structured approach to teaching strategies (questioning, clarifying, summarising and predicting) that students can use to improve their reading comprehension.	Small group or whole class (literacy class) and sixth form paired reading
Rescue Reading and Reading Fluency	Guided reading focus on the students' understanding of written text. Pupils are taught a range of techniques which enable them to comprehend the meaning of what they read. These can include inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and identifying difficulties themselves.	Small group or whole class (literacy class)
Phonological Awareness	For students who are identified as needing a greater level of support with phonological awareness, the reading intervention support staff, in consultation with the literacy coordinator will withdraw pupils and offer bespoke learning programmes structured around the Oak Academy KS1 and 2 lessons.	One to one basis with TAs
Written Basics	Under the supervision of the English department, small literacy groups and identified weak writers will access specialist Key Stage 3 resources to help close gaps in written basics.	

Measuring impact:

The impact of different interventions is shown through retesting but also within the interventions themselves. This is monitored through the whole – school tracking systems on SIMs.

The Literacy Coordinator is expected to present clear data, in the prescribed format to the Literacy SLT Lead, and other stakeholders as and when required.

Data should be clear and measurable, to ascertain impact of strategies and resources allocated to groups and sub-groups of students.

6. DEAR Time (Drop Everything and Read)

Launched in January 2019, the aim was to massively increase daily reading time for our students and to introduce a wider and more challenging range of texts.

Reading for Pleasure

Currently, Year 7, 8 and 9 read 5 times each week in subjects on a carousel basis which guarantees an additional 100 minutes dedicated reading time. Three times a week in form time, Years 7 to 10 read for 10 minutes which guarantees an additional 30 minutes dedicated reading time. We do this unapologetically. For students requiring reading intervention, an additional 30 to 40 minutes dedicated reading time is added to their timetable.

As an absolute minimum, students **read for pleasure** during DEAR time. Class Teachers listen to students reading parts of their novel aloud. It is a minimum expectation that the class teacher models reading for pleasure with their own book.

In terms of best practice, those students identified as having a low reading age, being PP or SEN should be heard on a more frequent basis. The teacher records on SIMs the students they heard reading aloud.

Academic Reading in DEAR time

We are proud that DEAR time is now an embedded standard in the school day. In order to provide a robust response to ensuring there is a clear focus on vocabulary and reading comprehension, subject areas will now be required to select texts to read with students based around their subject area. Texts to be read together are pre-planned using a GIST sheet, underpinned by INSET training. Texts are identified on the DEAR time spreadsheet. Texts selected aim to bolster culture capital and expose students to a range of themes, genres and text types. They should be both challenging and robust, where necessary offering academic rigour.

What it **is**:	What it **is not**:
• The teacher is familiar with the chapter/section of text. Resources will be provided to support preparation. • The teacher reads to the pupils. • The pupils follow the text using a ruler. • A structured session and form tutor- led intervention. • The teacher pauses at appropriate points to facilitate discussion and check understanding. • Debate and discussion – paired, small group –short video clips to aid comprehension / contextual information. –Teacher led contextual information –Empathetic reflection.	• Unplanned • A filler • The role of an English teacher • Student-led

Form Time Reading

During the scheduled Form Time reading, students read a prescribed set of books throughout the school year. The texts chosen reflect the themes of PSHE and British Values.

- The 30 minutes reading time is used to good effect; the register is taken efficiently to maximise the time available for reading.
- Clear routines are in place leading to a suitable environment for reading.
- Tutors lead reading in order to model tone, pace, and support students in the pronunciation of new vocabulary.
- For group reading - All pupils follow the text; this can be done by using a ruler.
- Reciprocal reading strategies are used to ensure full comprehension.
- Staff stop at appropriate points to explore vocabulary/discuss the text/pose discussion questions.

7. Reading for Pleasure and the Library:

At St John Henry Newman Catholic School we place great value in reading for pleasure. We encourage all students to read widely and often. Our library is well stocked with the most varied, up to date and engaging texts. The tracking, monitoring and organisation of texts is done through Accelerated Reader software to ensure texts are easily identifiable in terms of difficulty.

Furthermore, our online subscriptions to The Day and AccessIT provide students and staff with access to thousands of Fiction and Non-fiction high quality texts.

The library is at the heart of the school and is a space which can be booked for use via the school room booking provision. The library provision will lead on whole school reading events. All students will have access to regular Library lessons scheduled through the Librarian.

Student librarians

Our student librarians volunteer during social times to support the running of the library. They support students to find appropriate texts, process book loans and returns, monitor the climate for reading and ensure stock is organised.

The library is open before and after school for students to access.

Library lessons:

Library lessons will occur with regularity throughout the year, and are to:
- Teach students how to use a library and build independent learning skills.
- Educate students on texts that are available in the library.
- Enable students to read for pleasure or take part in a guided read, planned by the teacher.
- Link wider reading with the curriculum.
- Encourage silent reading and appropriate book selection.
- Make time to listen to weaker readers.

Reading at home:

We encourage reading at home and this aspect of literacy will be driven by the English faculty who will promote wider reading through library lessons. Recommended reads will be shared regularly and published on the website / other social media platforms. Recommended reading lists will be shared with parents on parent evenings and during Year 6 induction.

'Currently Reading' staff posters:

Staff being active and positive role models is crucial in the promotion of reading throughout the school, and to this end all staff have a poster on their door displaying an image and brief description of the book they are currently reading with the aim of generating a discussion and buzz around books. Students see these posters throughout the school building all day, every day, so reading becomes a community event.

8. Vocabulary:

Vocabulary is intrinsically linked to academic success. Not having enough words 'in the bank' affects progress in school but also enjoyment of school (Why Closing the Word Gap Matters: Oxford Language Report, 2018)

National Context:

- 49% of Year 1 students and 43% of Year 7 students have a limited vocabulary to the extent that it affects their ability to learn.
- The typical vocabulary size of a successful Year 11 student is 50,000 words.
- 1/5 students in England have English as an additional language. (From Alex Quigley – Closing the Vocabulary Gap).
- To ensure full comprehension of a text, you need to understand 95% of a text.

Intent:

At St John Henry Newman Catholic School, we are committed to empowering students by widening their vocabulary. We understand the impact that vocabulary has on quality of work, progress, and the ability to express ideas and concepts. Each subject should, through student knowledge organisers and schemes of work, aim to have a published vocabulary list that allows students to speak and write as disciplinary experts by the Summer Term of 2021.

Vocabulary should be tested through low-stakes quizzing in lessons, and vocabulary tasks set frequently for homework/at the beginning of lessons. Vocabulary should be explored fully in all subject areas. Students should experience reading key words in context, use new vocabulary in their written work, and develop confidence with new vocabulary in speaking tasks.
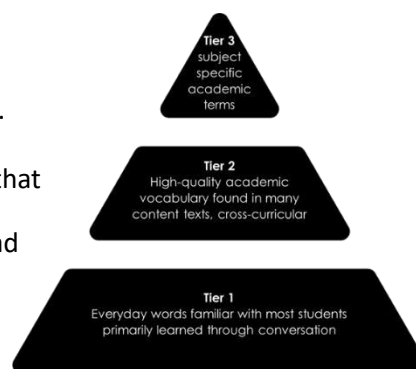
Developing vocabulary in the classroom:

Focus on developing a deep understanding of Tier 2 and 3 vocabulary.

Tier 1 words occur frequently in everyday life. Often they are words that pupils do pick up as they go along.
Tier 2 words that appear across a range of domains, students may read but are not often used in everyday speech, e.g consequential, derive.
Tier 3 words consist of technical, subject vocabulary specific to a certain discipline of study.

Tier 3 – subject specific academic terms

Tier 2 – High-quality academic vocabulary found in many content texts, cross-curricular

Tier 1 – Everyday words familiar with most students primarily learned through conversation

Art: GCSE example

Tier 3

Advertising	Expression
Campaign	Intersect
Typography	Pythagoras' theorem
Promotional	Mass
Publicity	Tangent
Theme	Iterative process
Consumer group	Axis
Brand	Probability

Tier 2

Depict	Aspect
Investigate	Diversity
Consist	*Atmosphere*
Highlights	Extensive
Detriment	Connections
Appeal	Influential
Captures	Series
Dark fantasy	Desired

Chemistry: GCSE example

Tier 3

Acids	Transition metal
Ions	Electrode
Formula	Alkaline
Compounds	Isotopes
Protons	Endothermic
Neutrons	Electrolysis
Elections	Gas
Atom	Oxidation

Tier 2

Give	Balanced
Define	Refuel
Describe	Compared
Determine	Experimental
Estimate	Trends
Suggest	Associated
Calculate	Limiting
Evaluate	Yield
Explain	Batch

Other Helpful VOCABULARY Activities:
1. **Pre-teach** with simple definitions and ask students to chorally repeat back.
2. Put into the **context** of a sentence.
3. **Break down** vocabulary to parts (roots, prefix, suffix) to make links with other vocabulary. Draw it.
4. **Use** in classroom talk or writing during that lesson. Link it to work covered.
5. **Retrieve** within the week and again later in the term. Use dual coding. The more the better! Testing makes it stick!
6. **Use** the ready-made starter slides and teaching slides in order to make our approach to vocabulary consistent.

Testing of vocabulary helps to embed:
- Consider vocab tests every week/fortnight – interleaved.
- Testing is important for spelling as well as vocabulary.
- Vocab books – pictures and key words for every subject. Pixl unlock resources are excellent for generating subject specific vocabulary lists and resources.
- Students should be encouraged to look back in their work and highlight words they have started to use that are new.
- Promote the use of flashcards to learn new terms.

The same process can be used for **pastoral** as well as **academic** vocabulary. For the pastoral team, teaching students emotional literacy and how to use language concerning their feelings and emotions would definitely be a powerful tool in ensuring students are able to articulate their feelings more effectively.

Ready to use strategies to develop vocabulary teaching in the classroom.

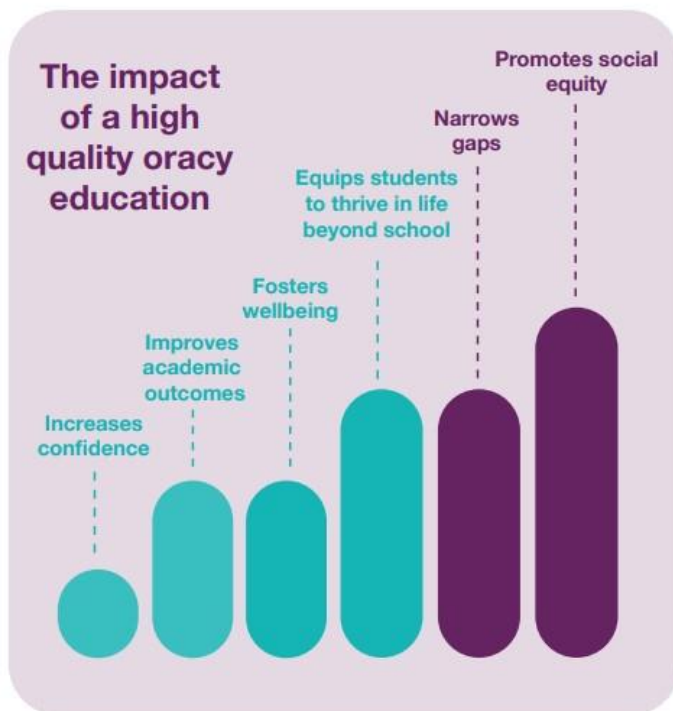|		
1) Use the 'Frayer Model'	**2) Morphemes**	**3) Use vocabulary in context**
When introducing new vocabulary, offer the definition, synonyms (or examples), antonyms (or non-examples) and an example of the word used, in context.	Break new words down into their constituent parts: pupils will likely recognise prefixes, root words, or suffixes.	Rather than introducing a term in the abstract, introduce it in a context the pupils may recognise, or will later encounter.
4) Pronounce it	**5) Manipulate it**	**6) Discuss etymology**
Pupils should be given the opportunity to speak new words out loud, repeatedly. Clarity around pronunciation can clarify spelling, and even meaning.	Change the tense, change it from a noun to a verb, figure out how to create an adjective-form etc.	Linked to the morphemes... Many of the prefixes, roots, and suffixes will have the same sources: likely Greek or Latin. Exploring these can be illuminating.
7) Repeatedly re-teach	**8) Test them!**	**9) Celebrate it**
They'll leave the room claiming they know it after the first time you use it. You need to revisit words and their meanings repeatedly, though, if pupils are to truly learn it.	Force pupils to retrieve the words - their spellings, their meanings etc. Testing embeds learning in the long-term memory.	Create a culture where pupils who know and use loads of words, and visibly work towards this, are recognised and celebrated.

9. Oracy

Intent
- **To provide regular and varied opportunities to support oracy in the classroom.**
- **To value and hear every voice.**
- **To place importance on discussion, dialogue and verbal interaction through planned activities, questioning and lots of opportunity for talk.**

"Oracy is the ability to articulate ideas, develop understanding and engage with others through spoken language. In school, oracy is a powerful tool for learning; by teaching students to become more effective speakers and listeners we empower them to better understand themselves, each other and the world around them.

Through a high quality oracy education students learn through talk and to talk. This is when they develop and deepen their subject knowledge and understanding through talk in the classroom, which has been planned, designed, modelled, scaffolded and structured to enable them to learn the skills needed to talk effectively." (Voice 21, The Oracy benchmarks)

The impact of a high quality oracy education

- Increases confidence
- Improves academic outcomes
- Fosters wellbeing
- Equips students to thrive in life beyond school
- Narrows gaps
- Promotes social equity

"You are the only second chance for some children to have a rich language experience. If these children are not getting it at school, they are not getting it."

Neil Mercer, Emeritus Professor of Education at the University of Cambridge & Director, Oracy Cambridge
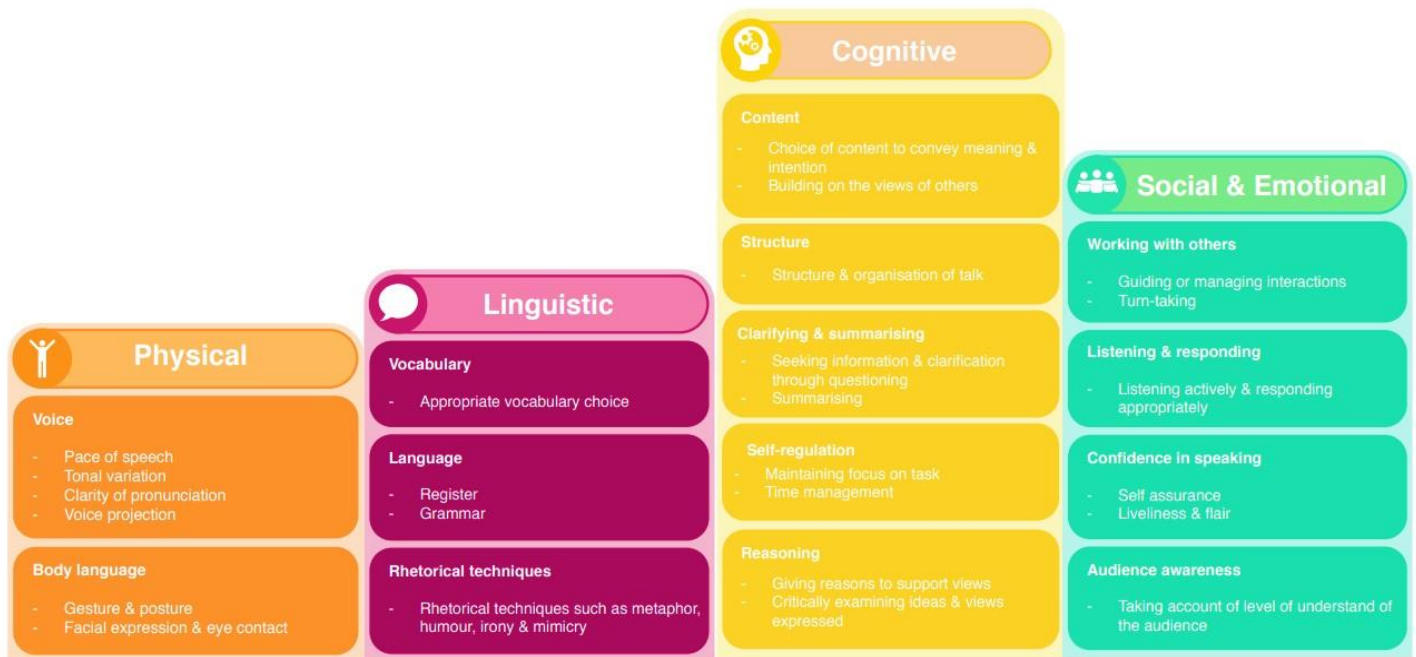
Implementation

Training and INSET was delivered around Oracy in 2019 – 2020 to support with embedding SALAD days and Newman Presents. In the run up to SALAD days, best practice Oracy strategies will be circulated with staff to aid with planning for robust activities to take place.

Following INSET in 2021, further SALAD day training was provided and departments given time to plan their sessions. Session leads provide resources for their staffing groups and these resources will be monitored by the literacy lead and literacy coordinator in advance. Training provided in 2019 was revisited and feedback from staff questionnaires and best practice were shared.

Further training and INSET was delivered around Oracy in September 2022 to introduce the main focus of the academic year: Think, Pair, Share.

Through the use staff questionnaires, SALAD day observations, and lesson observations, the literacy lead and literacy coordinator will be able to identify areas or oracy where staff need continuing support. For example, in the Spring term of 2023 an area that was highlighted by some staff was group work. Therefore, the focus for oracy from September 2023 was structured talk. Through regular CPD via INSET, teaching and learning briefing led by all departments, and daily briefing notes, strategies to support staff with facilitating structured talk in pair and group situations were shared and practised.

There are a range of oracy skills we wish to develop in our students which can be addressed in the classroom on a daily basis:
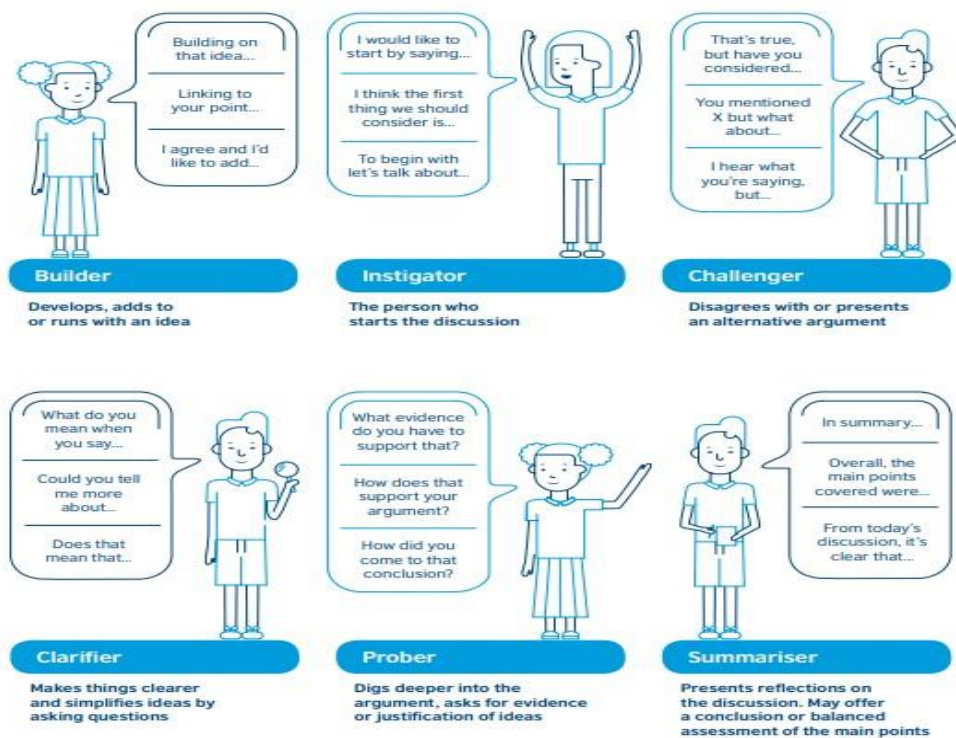
The Oracy Framework was developed in partnership with Oracy Cambridge.

Examples of Best Practice Strategies

Students could be given discussion roles in class to aid with group and paired work in terms of focussing discussion:

Groupings and pairings should also be carefully considered in terms of ensuring that students are placed in order to maximise potential for talk:

Different sorts of groupings are suited to various types of spoken activity.

Think about the types of conversations you want your pupils to have and try out some of the different grouping strategies illustrated. Trios for example, might be effective for carrying out a problem solving investigation such as designing and making a floating garden for the

Commonwealth Science Class unit **Global Food Security**, whereas Traverse might be a technique that could be used for sharing ideas about promoting gender equality.

Let students know that it's ok to change their mind and remind them to be mindful of the guidelines they produced. Encourage them to use the talk sentence stems, listen to each other and try to reach a shared agreement.

Nest
Students stand apart and whisper their ideas to themselves

Trios
Three students talking with each other. Two students have a discussion while the third observes then summarises and critiques

Traverse
Pupils stand in two parallel lines opposite a speaking partner

Onion
Students form an inner and outer circle. Up to six pupils stand back-to-back in the inner circle, with each facing a partner on the outer circle

Pairs
Two students talking together

Circle (of 6 to 12 students)
A group of six students face each other in a circle. Pupils step inside the circle individually and speak to the group, considering their audience, maintaining good eye contact and using appropriate body language
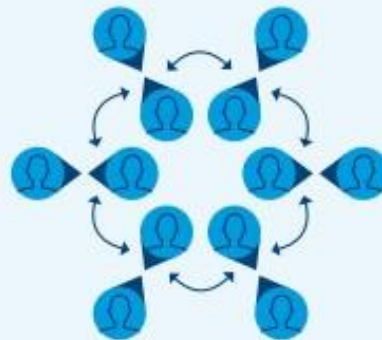
Coaching Onion/ Fishbowl
A coaching onion is a useful tool for switching discussion partners as pupils on the inner circle can rotate to face someone new. It also allows students to contribute ideas to a larger group without worrying

SALAD Days

Speaking and Listening Activity Development Days are now an embedded corner stone of school life. Taking place on a different day at the end of each half term, these drop down days allow subject areas to take over a whole year group for the morning and have students engage in a range of meaningful activities linked to their curriculum area. This approach allows for flexibility in the curriculum to deliver University visits for Careers, additional HRSE events to complement our planned HRSE curriculum and to give subject leaders more creative license to develop meaningful activities that ultimately promote

debate and discussion, furthering our development of cultural capital in students and empowering them to be confident, articulate speaker.

These days are calendared in advance to allow for careful planning and structured activity to take place. The SLT Literacy Lead, Literacy Coordinator, and Assistant Head of Teaching and Learning oversee the planning of the morning, and provide support and advice to support teachers in developing the speaking activities.

Newman Presents

The English department will be responsible for apportioning curriculum time to enable students to plan, develop, and deliver their presentation. This presentation will take the place of one key piece per year group at Key Stage 3 and Key Stage 4.

Teachers will use the AQA eduqas OCR Pearson mark GCSE spoken component mark scheme to award pupils a Pass, Merit or Distinction. Pupils will be awarded a certificate to celebrate their success. English department staff will keep the results in a central spreadsheet.

Support from the Literacy Coordinator will be made available to those who are less confident in applying the criteria. Likewise, the Literacy Coordinator will provide resources to support staff in teaching pupils the skills required to be successful in presenting. These resources will include modelling of public speeches.

Newman Presents Criteria

Year 7 Criteria

All pupils **must:**

Be audible (speak clearly)

Use good, spoken Standard English meaning that the word choices are thoughtful, intelligent and suitable for a professional (formal) presentation.

Pass	Merit (meets all pass criteria)	Distinction (meets all merit & pass criteria)
• expresses straightforward ideas / information / feelings • makes an attempt to organise and structure his or her presentation	• makes an attempt to meet the needs of the audience	• listens to questions / feedback and provides an appropriate response in a straight forward manner

Year 8 Criteria

All pupils **must:**

Be audible (speak clearly)

Use good, spoken Standard English meaning that the word choices are thoughtful, intelligent and suitable for a professional (formal) presentation.

Pass	Merit (meets all pass criteria)	Distinction (meets all merit & pass criteria)
• expresses straightforward ideas / information / feelings • makes an attempt to organise and structure his or her presentation • makes an attempt to meet the needs of the audience	• achieves the purpose of his or her presentation • listens to questions / feedback and provides an appropriate response in a straight forward manner	• expresses sophisticated ideas / information / feelings using a sophisticated repertoire of vocabulary • listens to questions / feedback responding formally and in some detail.

Year 9 and 10 Criteria

All pupils must:
* Be audible (speak clearly)
* Use good, spoken Standard English meaning that the word choices are thoughtful, intelligent and suitable for a professional (formal) presentation.

Pass	Merit (meets all pass criteria)	Distinction (meets all merit & pass criteria)
• expresses straightforward ideas / information / feelings • makes an attempt to organise and structure his or her presentation • makes an attempt to meet the needs of the audience • listens to questions / feedback and provides an appropriate response in a straight forward manner.	• expresses challenging ideas / information / feelings using a range of vocabulary • organises and structures his or her presentation clearly and appropriately to meet the needs of the audience • achieves the purpose of his or her presentation • listens to questions / feedback responding formally and in some detail.	• expresses sophisticated ideas / information / feelings using a sophisticated repertoire of vocabulary • organises and structures his or her presentation using an effective range of strategies to engage the audience • achieves the purpose of his or her presentation • listens to questions / feedback, responds perceptively and if appropriate elaborates with further ideas and information.

Impact

The fluency and articulacy of our students will be measured through direct observation in lessons. The ability for students to offer extended quality answers will show improvement over time.

Behaviour data on SALAD days will show whether engagement is effective, as there will be an anticipated reduction in behaviour logs.

Newman Presents data will give an overall picture of the effectiveness of our students' presentation skills, with growing numbers of merits and distinctions over time.

Resources:
All resources can be found on the department drive in the Literacy folder.

10. Writing

As reading and vocabulary standards are embedded through CPD in 2020 – 2021, we will look to address writing in CPD 2021 – 2022 whilst revisiting reading periodically and monitoring the impact of the implementation.

Our current arrangements for the teaching of writing in the classroom are:

SPaG

All issues of spelling, punctuation of grammar are addressed through the use of a pink highlighter. Where a teacher notes and error, they highlight it in pink and the student is then required to correct in green (a maximum of five per page). Spellings should be written out in green three times.

WAGOLL

Where students are expected to produce an extended piece of writing, teachers must model 'What a good one looks like' drawing to the attention of students any features of style or common concepts within the writing that they may need to emulate.

Extended Writing

Every department should have in place processes for securing extended writing from students with regularity within their curriculum. Whether developing specific assessment responses, demonstrating written reasoning, the detailed steps in a process or forming an essay, it is imperative that students are afforded the chance to write for extended periods in every subject. Subject Leaders and Teachers should be able to articulate the purpose and underlying pedagogical value of setting a piece of extended writing, and the steps taken to ensure the quality of the piece is good.

Key pieces, taking place once a half term, provide the opportunity for pupils to create an extended piece of writing (at least one detailed paragraph).

For weaker students, scaffolds and sentence stems should be used in order to secure greater confidence from students in coping with the demands of extended writing.

11. Resources

Useful websites / Reading

1. '*Closing the Vocabulary Gap'* by Alex Quigley

2. '*The Reading Mind'* by Daniel T. Willingham

3. 'Why Closing the Word Gap Matters.'
   https://global.oup.com/education/content/dictionaries/key-issues/word-gap/?region=uk

4. Coxhead's Academic Wordlist http://www.cal.org/create/conferences/2012/pdfs/handout4-vaughn-reutebuch-cortez.pdf

5. *'Bringing Words to Life, Second Edition: Robust Vocabulary Instruction' By Isabel Beck*

6. 'KS3 Literacy Guidance Report: Improving Literacy in Secondary Schools.' EEF https://educationendowmentfoundation.org.uk/tools/guidance-reports/improving-literacyin-secondary-schools/

7. The State of Speaking in Our Schools 2016 https://voice21.org/wpcontent/uploads/2019/10/Voice-21-State-of-speaking-in-our-schools.pdf

8. The Case for Oracy in the Curriculum https://voice21.org/wpcontent/uploads/2019/10/ESU-Speaking-Frankly.pdf

9. It's Good to Talk https://www.britishcouncil.org/sites/default/files/its_good_to_talk.pdf

12. Approval and review

The literacy policy has been completely revised and adapted to ensure a robust and confident response to the updated literacy agenda, taking note of advice and guidance from the EEF.

Date established by governing body:
March 2021

Date for full implementation: Immediately
Date for review: Summer 2024

A. Yellowley

[Ms Amanda Yellowley] Chair of Governors

J. McAuley

[John McAuley] Headteacher

D McArdle

[Declan McArdle] Deputy Headteacher – SLT Literacy Lead