

# CARDINAL POLE CATHOLIC SCHOOL



## Literacy Policy

Approved by  
Governors

Signed:

*David Rhans*

Date:

13 March 2019

Review due date (3 years):

March 2022

## Mission Statement

Cardinal Pole Catholic School is a learning community for all based upon partnership and respect. It is a strong and vibrant place which recognizes the importance and individual needs of every pupil and member of staff. Praise and encouragement is vital in creating a climate of learning and high expectations supported by teaching of the highest quality. The school is full of confident, creative and fulfilled young people and staff. They are celebrated as individuals – unique creations of God –who deserve our support, love and trust as they begin the great journey of life.

### CARDINAL POLE LITERACY POLICY

**Definition:** *Literacy across the curriculum is essentially good teaching and learning where the modelling of reading, writing, speaking and listening is provided on a daily basis by teachers for pupils.*

#### Priorities:

- To raise standards of attainment for all pupils, through the use of strategies such as Reciprocal Teaching, the Sequence for Writing (I do, We do, You do), the use of graphic organisers and proofreading.
- Identify and monitor incoming Year 7 pupils with lower than average reading and writing levels and arrange appropriate interventions.
- To monitor reading-age and assessment data closely in order to provide appropriate intervention, particularly for key groups: SEN, EAL, FSM, low-achieving boys.
- To provide ongoing and practical training for staff on ways to model literacy across the curriculum.
- To provide leadership and management of literacy at all levels of the school through mini book looks, informal lesson observations and meetings with a focus on literacy.
- To encourage an infectious reading culture in the school where pupils apply active reading strategies, discuss their reading, utilise the school's reading programme Accelerated Reader and read more widely, supported by teachers who act as reading role-models.
- To give HODs/departmental Literacy Champions (members of the Working Group) the resources and training required to support their department on how to embed and extend the reach of literacy across the curriculum.
- To ensure that pupil Literacy Reps and Reading Mentors are used to provide pupil leadership and act as reading role-models, supporting the literacy across the curriculum remit.
- Provide parents with information and training on active reading strategies so that they can support their son or daughter to develop comprehension skills.
- To ensure that the library has a varied and regularly updated selection of fiction and non-fiction for all key stages, abilities, interests and subjects; including books of particular interest for low-achieving groups, e.g. books to appeal to boys, and struggling readers.

#### Targets/outcomes:

- Pupils of all ages and reading abilities can successfully comprehend non-fiction and literary texts as they have been trained to use active reading skills.
- Pupils will become independent learners who can write more fluently

	<p>and feel more empowered in school.</p> <ul style="list-style-type: none"> <li>• English teachers and/or tutors are using data from AR/reading-age tests to target struggling readers for effective intervention, allowing them to bridge the attainment gap.</li> <li>• All tutors are utilising the pupil Literacy Reps.</li> <li>• Students will be given regular and frequent reading time within the school day and be given an opportunity to discuss their wider reading.</li> <li>• Increased library attendance by pupils and evidence that students are reading more widely.</li> <li>• A visible reading culture in the school evidenced in tutor time and lesson time.</li> <li>• Evidence from exercise books that students are able to use academic writing and can more successfully comprehend text.</li> <li>• Evidence from informal observations and book looks that teachers are modelling active reading, writing and speaking and listening skills.</li> <li>• Parents are supporting their son or daughter at home using the Reciprocal Teaching bookmarks, Literacy Tips booklets and/or the Accelerated Reader website.</li> </ul>
--	---

<p><b>Related LAC Documents/resources/data</b></p>	<ul style="list-style-type: none"> <li>• Literacy/SPAG marking code; Reciprocal Teaching bookmarks, Renaissance Reader data; data on reading levels, LAC checklist display poster, Literacy toolkit, SPAG mats.</li> </ul>
--	--

**ROLES AND RESPONSIBILITIES**

<p><b>Pupils will:</b></p>	<ul style="list-style-type: none"> <li>• View writing as a 'draft' which needs to be proofread using a green pen and checked for effective language, structure, spelling, punctuation and grammar.</li> <li>• Be identified if they are struggling readers and able to participate in small-group teaching of literacy skills and/or reading mentoring to ensure that they make progress.</li> <li>• Carry a reading book at all times as a standard piece of equipment.</li> <li>• Aim to change their reading book every two weeks in the school library or local library.</li> <li>• Liaise with the Literacy Reps.</li> <li>• Use active reading strategies such as predicting, clarifying, questioning and summarising.</li> </ul>
----------------------------	---

<p><b>Staff will:</b></p>	<ul style="list-style-type: none"> <li>• Provide a range of opportunities for students to assimilate academic language through the use of key words and modelling how to pronounce and employ this vocabulary.</li> <li>• Keep up to date on good practice through regular CPD sessions.</li> <li>• Use the SPAG marking code on extended pieces of writing.</li> <li>• Make key academic language visible and refer to it in the classroom.</li> <li>• Model the first few sentences of all extended pieces of writing for pupils, demonstrating good spelling, punctuation and an appropriate style/format for the task.</li> <li>• Support the pupils with active reading strategies like predicting,</li> </ul>
---------------------------	---

	<p>clarifying, questioning and summarising for better comprehension of text.</p> <ul style="list-style-type: none"> <li>• Liaise with and support the work of the pupil Literacy Reps.</li> <li>• Identify pupils with low-reading ages and from hard-to-reach groups (e.g. disadvantaged boys) and ensure that work is differentiated as appropriate.</li> </ul>
<b>Form Tutors will:</b>	<p>In addition to the above section, form tutors will:</p> <ul style="list-style-type: none"> <li>• Check that students carry a book with them at all times.</li> <li>• Ensure that reading time is used as expected in PSHE.</li> </ul>
<b>HODs will:</b>	<ul style="list-style-type: none"> <li>• Ensure a consistent use of agreed literacy strategies.</li> <li>• Ensure that literacy skills are included in departmental schemes of work, providing opportunities to model active reading skills, constructing writing and good speaking and listening skills.</li> <li>• Address literacy across the curriculum in departmental meetings, informal observations, book looks, and line-management meetings.</li> <li>• Liaise regularly with the librarian to ensure that library stock is relevant to their subject needs.</li> <li>• Provide recommended reads for KS3 and suggested wider reading lists for KS4 and KS5.</li> <li>• Monitor the progress of low-attaining groups: SEN, PPG, disadvantaged boys and arrange intervention as appropriate.</li> </ul>
<b>Parents will:</b>	<ul style="list-style-type: none"> <li>• Support their son or daughter's reading by referring to the RT bookmark, and the 'Literacy Tips' booklet given out on KS3 Parents' Evenings.</li> <li>• Check what books are being read and that time is set aside for this.</li> </ul>
<b>SLT will:</b>	<ul style="list-style-type: none"> <li>• Be aware of, and support the key aims of the literacy policy and action plan.</li> <li>• Ensure that staff have relevant training to support all pupils including struggling readers and high attainers.</li> <li>• Ensure that staff have the opportunity to meet and plan in order to ensure teaching and learning practice incorporates literary strategies.</li> <li>• Monitor the delivery and impact of literacy across the curriculum.</li> <li>• Celebrate the work of the Literacy Champions, Literacy Reps, and Reading Mentors.</li> </ul>
<b>Governors will:</b>	<ul style="list-style-type: none"> <li>• Work with the Headteacher to ensure that a policy is in place.</li> <li>• Evaluate the impact of the Literacy policy.</li> </ul>