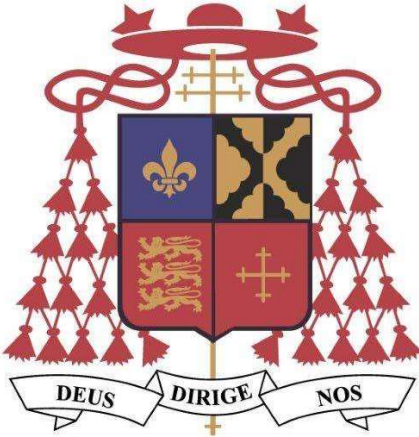


CARDINAL POLE CATHOLIC SCHOOL



Literacy Policy

Approved by
Governors

Signed:

Date:

27/03/2024

Review due date (3 years):

March 2027



CARDINAL POLE
CATHOLIC SCHOOL

OUR MISSION

'Cardinal Pole Catholic School is a community of **service** guiding young people on a path to **opportunity**, **aspiration**, and **reward**, founded on Catholic values.'

Cardinal Pole School Vision

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 are 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.

Mission Statement

Cardinal Pole Catholic School is a community of **service** guiding young people on a path to **opportunity, aspiration** and **reward**, founded on Catholic values.

We **serve** our students through bespoke interventions that meets the needs of all. This is shared with all stakeholders, to empower our community to become “Lovers of Reading”.

Cardinal Pole Catholic School is committed to providing a range of **opportunities** for staff and students to become lifelong lovers of reading through workshops, authors visits, whole school events and programmes. We are a community of **aspirant** writers where talent is nurtured or flourish by expert and experienced staff, authors and other professionals. We **reward** our literate learners by celebrating their successes, progress, achievements in all areas of literacy and beyond.

CARDINAL POLE LITERACY POLICY

Definition: Literacy across the curriculum means disciplinary literacy where teachers provide students with daily opportunities to use unique language (reading, writing, teaching and listening) that are the heart of learning, knowing, doing and communicating in all subjects.

Priorities:

Objectives

Engender a culture of reading for pleasure

- To encourage a culture of lovers of reading in the school where pupils apply active reading strategies, discuss their reading, utilise the school’s reading programmes (Accelerated Reader, Lexia, Excellent Reader Programme, Power Up, Flash Academy and Guided Reading). Students to read more widely, supported by teachers who act as reading role-models.
- 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, struggling readers and various cultural backgrounds.
- Provide parents with tools to support student literacy at home.

Embed literacy strategies across the curriculum

- To provide ongoing and practical training for staff to secure their competence as teachers of literacy across the curriculum.
- Leadership and management to monitor the quality of delivery of literacy across the school through book scrutiny, learning walks and student feedback.
- Classrooms equipped to support the delivery through displays and equipment (thesauruses, dictionaries and aids).

Empower pupils to take responsibility for their own progress and learning in literacy

- To ensure that pupil Literacy Reps and Reading Mentors are used to provide pupil leadership and act as reading role-models.

Development of language skills through oracy

- To raise standards of oracy skills through discussion, presentation and debate across all subject areas and PSHE.

Tracking and monitoring of pupils’ literacy lead to timely support and well-matched interventions

- 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 across all year groups closely, in order to provide appropriate intervention, particularly for key groups: SEN, EAL, FSM, low-achieving boys.

Improve written accuracy of all learners

- To raise standards of written accuracy for all pupils, through the use of strategies such as Reciprocal Teaching, the Sequence for Writing (I do, We do, You do), proof reading and DIRT week.

Targets/ outcomes:	<ul style="list-style-type: none"> ➤ A culture of reading for pleasure is fostered within the school. This is rooted in the belief that reading enables access to more opportunities, which is signaled throughout the school day. ➤ Students will be given regular and frequent reading time within the school day. <ul style="list-style-type: none"> ○ They will be given an opportunity to discuss and celebrate their wider reading. ➤ Pupils of all ages and reading abilities will become skilled readers, enabling them to successfully access non-fiction and literary texts through active reading skills. ➤ All staff are familiar with student reading-age data. Lessons and interventions will be differentiated accordingly, ensuring all students can access the curriculum. ➤ All students below reading age expectations are targeted for effective intervention, allowing them to bridge the attainment gap. ➤ Evidence from exercise books that all students are able to both access and use academic writing. ➤ Evidence from learning walks and book scrutiny demonstrates that teachers are modelling active reading, academic writing and speaking and listening skills. ➤ Parents are provided with strategies to support their child at home through developing ‘Daily Reading Habits’ and use of the school/Hackney library.
Related LAC Documents/ resources/ data	<ul style="list-style-type: none"> ● Literacy/SPAG marking code. ● Data on reading levels. ● Departmental literacy audit.

ROLES AND RESPONSIBILITIES

Pupils will:	<ul style="list-style-type: none"> ● View writing as a ‘draft’ which needs to be proofread using a green pen and checked for effective language, structure, spelling, punctuation and grammar. ● 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 can make progress and access the curriculum. ● Carry a reading book at all times as a standard piece of equipment. ● Aim to change their reading book every two weeks in the school library or local library. ● Liaise with the Literacy Reps. ● Use active reading strategies such as predicting, clarifying, questioning and summarising.
Staff will:	<ul style="list-style-type: none"> ● 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. ● Keep up to date on good practice through regular CPD sessions. ● Use the SPAG marking code on extended pieces of writing. ● Make key academic language visible and refer to it in the classroom. ● 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. ● Support the pupils with active reading strategies like predicting, clarifying, questioning and summarising for better comprehension of text. ● Identify pupils with low-reading ages and from hard-to-reach groups (e.g. disadvantaged boys) and ensure that work is differentiated as appropriate. ● Provide literacy specific feedback through marking.

Form Tutors will:	<p>In addition to the above section, form tutors will:</p> <ul style="list-style-type: none"> • Check that students carry a book with them at all times. • Lead guided reading once a week and encourage discussion around themes, characters and events • Encourage speaking and listening opportunities through the delivery of news of the week.
HODs will:	<ul style="list-style-type: none"> • 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. • Address literacy across the curriculum in departmental meetings, informal observations, book looks, and line-management meetings. • Liaise regularly with the librarian to ensure that library stock is relevant to their subject needs. • Provide recommended reads for KS3 and suggested wider reading lists for KS4 and KS5. • Monitor the progress of low-attaining groups and arrange intervention as appropriate.
Parents will:	<ul style="list-style-type: none"> • Monitor students' engagement with intervention workshops. • Be provided with strategies to support their child at home. • Help students to build a 'daily reading habit'. • Check what books are being read and encourage their child to read independently. • Support students in taking membership at Hackney Library (online eBooks and audio available).
SLT will:	<ul style="list-style-type: none"> • Be aware of, and support the key aims of the literacy policy and action plan. • Ensure that staff have relevant training to support all pupils including struggling readers and high attainers. • Ensure that staff have the opportunity to meet and plan in order to ensure teaching and learning practice incorporates literary strategies. • Monitor the delivery and impact of literacy across the curriculum. • Celebrate the work of the Literacy Reps, Reading Mentors and most improved students completing literacy interventions. • Review and update literacy development plan.
Governors will:	<ul style="list-style-type: none"> • Work with the Headteacher to ensure that a policy is in place. • Evaluate the impact of the Literacy Policy.

ANNEXE

Literacy Across the Curriculum (Development Plan)

Objectives

1. Engender a culture of reading for pleasure.
2. Embed literacy strategies across the curriculum to secure levels appropriate to age.
3. Empower pupils to take responsibility for their own progress and learning in literacy.
4. Development of language skills through oracy and HLV.
5. Tracking and monitoring of pupils' literacy lead to timely support and well-matched interventions.
6. Improve written accuracy of all learners.

ACTIONS	IMPACT	DEADLINE	WHO	QA	OFSTED RECOMMENDATIONS
Objective 1: Engender a culture of reading for pleasure					
1. Accelerated Reader <ul style="list-style-type: none"> ○ Year 7 STEM. ○ Year 8 Prep Wednesday. ○ Student led book choices. ○ Student Leaderboard and Rewards Events. used for motivation. ○ Sanctions for those not completing. 	Data to highlight students are quizzing. AR reports will generate student progress, mastery and words read.	Ongoing	English Department Librarian Form tutors and all staff GTO	Prep monitoring Learning walks Line management	<i>...a rigorous approach to the teaching of reading develops learners' confidence and enjoyment in reading.</i> ...They read widely and often, with fluency and comprehension Education Inspection Framework
2. Guided Reading <ul style="list-style-type: none"> ○ Interesting, varied and age-appropriate texts are used for guided reading during form time (Years 7-9 and pilot 12). ○ To take place once a week during form time. ○ Books rotated termly – offering a variety of themes and cultural capital. ○ Form tutors given guidance on what delivery may look like. 	Positive student and staff feedback. Learning-walks during form time will indicate engagement.				<i>...Reading is prioritised to allow pupils to access the full curriculum offer.</i> <i>...A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading</i>
3. Reading Books <ul style="list-style-type: none"> ○ All pupils to have a reading book as part of core equipment – CP8. ○ Librarian to keep an engaging and relevant stock to advertise within forms. ○ Book Club after school every Monday in the library. ○ 	All pupils carry <i>relevant and appropriate</i> reading book in bag. Full staff participation in monitoring this with sanctions for students not prepared.				<i>...staff develop children's love of reading through reading aloud and telling stories and rhymes</i> School Inspection Handbook
4. Whole school celebration of key dates		Ongoing		Prep monitoring	

<ul style="list-style-type: none"> ○ Ensure thesaurus' and dictionaries are readily available. ○ Literacy display board updated with recommendations. <p>4. Library</p> <ul style="list-style-type: none"> ○ HODs to liaise with the library to ensure subject specific reading material is available. ○ Librarian to audit non-fiction books to ensure they meet requirements of the curriculum and children's interests as well as age appropriateness. 	<p>Better engagement with the library across subjects, improving pupils' skills in research and wider reading.</p>		<p>All staff</p>	<p>SLT, HOD, librarian through learning walks, QA, LM</p>	
ACTIONS	IMPACT	DEADLINE	WHO	QA	OFSTED RECOMMENDATIONS
Objective 3: Empower pupils to take responsibility for their own progress and learning in literacy					
<p>1. Everyday equipment</p> <ul style="list-style-type: none"> ○ Reading Books ○ Green Pen. <p>2. Student Leadership</p> <ul style="list-style-type: none"> ○ Sixth Form Reading Mentor Scheme. ○ <u>Literacy Form Representatives.</u> ○ Liaising with the librarian: sharing library news, new stock and book recommendations. 	<p>1. Library data to indicate student engagement: high levels of books being borrowed and returned by most students.</p> <p>2. Student Literacy Reps to be actively liaising between form group and library.</p> <p>Positive data highlighting student participation in the mentor scheme.</p>	<p>Ongoing</p>	<p>Form tutors and class teachers Librarian</p>	<p>Prep monitoring and learning walks</p> <p>GTO</p> <p>Evolve</p>	<p><i>Reading is prioritised to allow pupils to access the full curriculum offer.</i></p> <p>School Inspection Handbook</p>
ACTIONS	IMPACT	DEADLINE	WHO	QA	OFSTED RECOMMENDATIONS
Objective 4: Development of language skills through oracy					
<p>Debate Mate: Year 9 and Year 12 Afterschool club, Re-engagement Programme (working with hard-to-reach group boys).</p> <p>Poet in Resident Spoken Word programme –to work with all classes across all key stages.</p> <p>Off by Heart competition</p>	<p>Student attendance at clubs and participation in school competitions.</p> <p>Improved oral/written fluency, self-confidence and positive engagement with the written word.</p> <p>Student engagement at the 'Off By</p>	<p>Spring 2</p> <p>Ongoing</p>	<p>English department / pastoral team.</p>		<p><i>Pupils know how to discuss and debate issues and ideas in a considered way.</i></p> <p>School Inspection Handbook.</p>

<p>Celebrating performance poetry for Years 7-10.</p> <p>PSHE: Delivery to encourage: questioning, active discussion and debate.</p> <p>Book club after school offer. <i>Reinforcement of Learning to Listen programme</i></p>	<p>Heart' performances.</p> <p>Positive contributions from all students' teachers can highlight progress using KS4 Speaking and Listening assessment data.</p> <p>Attendance on Evolve</p>	<p>Summer</p>			
ACTIONS	IMPACT	DEADLINE	WHO	QA	OFSTED RECOMMENDATIONS
Objective 5: Tracking and monitoring of pupils' literacy lead to timely support and well-matched interventions					
<p>1. Reading tests and subsequent interventions</p> <p>Year 7</p> <ul style="list-style-type: none"> o Guided Reading Programme – universal. o Accelerated Reading – universal. o Reading Recovery – targeted. o Hackney Pirates (below)- targeted. o Lexia – specialized. <p>Year 8</p> <ul style="list-style-type: none"> o Guided Reading Programme – universal. o Accelerated Reading – universal. o Reading Recovery – targeted. o Excellent Reader Programme – targeted. o Lexia – specialized. <p>Year 9</p> <ul style="list-style-type: none"> o Guided Reading Programme – universal. o Reading Recovery – targeted. o Excellent Reader Programme – targeted. o Lexia – specialized. <p>Year 10</p> <ul style="list-style-type: none"> o Guided Reading Programme – universal. o Year 12 mentoring -targeted. o Reading Recovery – targeted. o Excellent Reader Programme – targeted. o Lexia – specialized. <p>English departmental vocabulary quizzes using Tier 2 and Tier 3 vocabulary.</p> <p>KS3 English Writing Group as RA strategy following AP1 data. <i>Lit Programme: NOT in place this year due to staffing and timetabling – can we make this happen? Group would need a consistent English teacher.</i></p>	<p>Reading Tests to evidence improvements and students subsequently removed from intervention. Those that do not improve continue and the interventions reviewed.</p> <p>Teachers to <i>understand</i> and include reading test data (including fluency levels for EAL pupils) in their lesson planning to ensure differentiation, and engagement with meeting literacy needs of pupils.</p> <p>Expected progress made in AP1 and AP2 assessments regardless of individual need or ability.</p>	<p>Autumn block</p> <p>Spring block after retesting</p> <p>Summer block after retesting</p>	<p>Librarian</p> <p>Learning Support</p> <p>GTO /SHU</p> <p>Pastoral team</p>	<p>Progress with each retesting and access to curriculum evident at AP points and learning walks or book scrutiny.</p>	<p><i>... At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils.</i></p> <p><i>...The school is determined that every pupil will learn to read, regardless of their background, needs or abilities. All pupils, including the weakest readers, make sufficient progress to meet or exceed age-related expectations.</i></p> <p><i>EEF</i></p>

ACTIONS	IMPACT	DEADLINE	WHO	QA	OFSTED RECOMMENDATIONS
Objective 6: Improve written accuracy of all learners					
<p>1.SPaG codes</p> <ul style="list-style-type: none"> ○ In planners for easy access ○ Consistently used across departments in all writing (particularly extended writing). <p>2. SPAG maps</p> <ul style="list-style-type: none"> ○ In planners and on displays <p>2. Book Scrutiny</p> <ul style="list-style-type: none"> ○ Work sampling includes a focus on SPaG and presentation being taught, corrected and improved. <p>4. DIRT week</p> <ul style="list-style-type: none"> ○ Directed lesson time for proof reading and redrafting. <p>5. Departmental Assessment Criteria <i>to incorporate SPaG weighting of 5% (English language, English Literature, History, Geography and Religious Studies) – preparation opportunity for students with scribes.</i></p>	<p>Evidence in schemes of work and student class books, home learning and assessment.</p> <p>Consistent use across all subjects by all staff.</p> <p>Book Scrutiny and learning walks.</p>	Ongoing 1	HODs Staff SLT	<p>Learning walks</p> <p>Book scrutiny</p> <p>Prep monitoring</p> <p>LM</p>	<p><i>...They check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In doing so, they respond and adapt their teaching as necessary...</i></p> <p>Education Inspection Framework.</p>

1

Prioritise 'disciplinary literacy' across the curriculum



- 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.

2

Provide targeted vocabulary instruction in every subject



- 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.

3

Develop students' ability to read complex academic texts



- 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.

4

Break down complex writing tasks



- 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.

5

Combine writing instruction with reading in every subject



- 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.
- 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.

6

Provide opportunities for structured talk



- 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.

7

Provide high quality literacy interventions for struggling students



- 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.