

Oaklands Catholic School – Literacy Strategy

Intent- Why is literacy important?

“Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society.” UNESCO

All teachers are teachers of literacy and all staff at Oaklands Catholic School are committed to developing literacy skills in our students, in the knowledge that it will support their learning and raise standards across the curriculum, because:

- 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 to 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 literacy and learning can have an impact on students’ self-esteem, motivation and behaviour. It allows them to learn independently. It is empowering.

Implementation

Current position:

- Progress outcomes in literacy-based subjects at Oaklands are historically very good
- There is a member of staff with a literacy enrichment remit, and a wide range of extra-curricular opportunities such as author visits, Bookbuzz, Readathon, themed evenings, quizzes and World Book Day which are embraced by students and staff.
- Oaklands students have English lessons timetabled in the Library where reading and literacy are a focus
- Departments have literacy champions who support the development of literacy within their subject areas
- All students at Oaklands take part in the Flying Start literacy programme whereby they undertake 10 minutes of personal private reading or teacher led reading at the beginning of period 5.
- The SENCO and her team can advise teaching staff on supporting students with specific reading and writing need.

- In line with the principles of Quality First Teaching, staff support students' literacy with opportunities for private reading and reading aloud, providing key word lists and correcting students' literacy misconceptions and errors

	Strategies/Actions Year 1 21-22	Intended Impact / Outcome	Review July 22
1	Training staff in the use of Dialogic talk.	Staff feel confident in using these strategies and in line with the principles of dialogic teaching, students will improve their ability to: <ul style="list-style-type: none"> • allow each other to speak • ask questions in order to understand better • express uncertainty or tentativeness • make their own point as clearly as possible • give arguments to support their ideas 	Staff in English, History and Science undertook a pilot dialogic talk project and some staff worked on this approach in coaching 4s. CPD to be undertaken next year to embed across all practice
2	Department schemes of work specify how literacy skills such as key words are reinforced within their subject areas.	All staff and other stakeholders will use shared language and approaches for tier 2 and 3 vocabulary in their subject to ensure consistency of approach for students	Key word lists have been generated and are used by class teachers. Middle leaders and their line managers to monitor this as part of departmental review
3	Improvement in consistency in department policy on marking, correction and literacy.	Staff, students and other stakeholders will understand how work is marked and what literacy corrections are expected in the subject area.	There a variety of approaches to in departmental teams and their marking and correction policies. There is no one size fits all, but we will consider Oaklands "best practice" for the teachers toolkit
4	Significant focus on key vocabulary related to subject disciplines across all subjects.	Students to be able to confidently use tier 2 and 3 key words in their speaking and writing and transfer them between disciplines	Observed in learning walks, and homework audits. Many subjects test key words for homework and they form the basis of low stakes retrieval practice
5	Focus on reading aloud in lessons to develop stronger vocabulary and connection between the spoken and written word.	Students to gain confidence and staff to gain insight into misconceptions and difficulties in reading	SLT have observed staff asking students to read aloud from the board and chunking and contextualising difficult words.

6	Students whose literacy skills are not at age related expectation are identified at transition using reading and spelling tests, CAT tests, prior attainment data and information provided by year 6 class teachers so that they can assess intervention programmes early in the term	Students with poor literacy skills are given the skills to bring them in line with their peers Staff are aware of students' baseline grades	Those students with very low or outlying CATS scores were re-tested in Year 8 to diagnose whether results were anomalous One to one reading catch up and intervention lessons are used where additional need is identified
7	Providing an opportunity to read complex texts related to subject or beyond.	Students to be offered a rich range of texts and to feel confident with reading these and enjoying them	Staff at Oaklands are skilled at choosing age appropriate texts and this was observed during departmental reviews
8	In Key Stage 3, literacy intervention targets students most in need of support who receive extra help via a withdrawal lesson on a "roll in, roll out" basis to top up their literacy skills.	Ensure best stewardship of resources by using a roll-in/roll out model so that higher numbers of students who have not met ARE and those in the lowest 20% can have access to this intervention	Intervention Group has continued to meet on a fortnightly basis to monitor progress of those in intervention and roll them out when they have made appropriate progress
9	Use of Flying start as a time for reading and comprehension of subject based content in 25% of lessons	Staff will understand those students who make miscomprehensions or struggle with reading and can make timely interventions Student ability and confidence will grow	This practice was observed in some classes- for example where a teacher chooses a Flying Start class reader. Staff do need continued support to select subject based reading and comprehension and this is a focus for more CPD
10	Improve the feedback loop so students with weak literacy skills (either holistically or subject based) are provided with additional support	Staff will monitor student literacy as part of their regular assessment and will support students with subject based literacy or refer to SEN team if deemed appropriate	This is well embedded as a process at Oaklands, however staff would benefit from further training to enable them to identify lower level literacy concerns

	Strategies/Actions Year 2 22/23	Intended Impact / Outcome	Review July 23
1.	Continue with the development of subject specific content for flying start to include comprehension. 50%	<ul style="list-style-type: none"> Students to read aloud as part of Flying Start time to reinforce their literacy and build confidence 	<ul style="list-style-type: none">

	of lessons to have subject specific Flying start materials sourced by departments using resources such as The Day or BBC Bitesize		
2.	<p>Develop students' ability to read complex academic texts (EEF recommendation 3)</p> <p>Select and chunk age-appropriate academic texts</p>	<ul style="list-style-type: none"> • Increase student exposure to tier 3 vocabulary • to enable students to access academic texts and engage confidently with technical disciplinary language 	<ul style="list-style-type: none"> •
3.	<p>Break down complex writing tasks (EEF recommendation 4)</p> <p>Break writing down into planning, monitoring and evaluation, and can support students by modelling each step</p> <p>Use a variety of approaches, including collaborative and paired writing.</p> <p>Acknowledge that for many, extended writing is challenging and students in every subject will benefit from explicit instruction in how to improve.</p> <p>Class teachers should plan targeted support for students who struggle to write fluently</p>	<ul style="list-style-type: none"> • improvement of writing quality. • Improved motivation for students to write • Increased confidence when writing 	<ul style="list-style-type: none"> •

In 2018, the EEF published the key report: Improving Literacy in Secondary Schools (<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4>)

As recommended in this report, an audit was undertaken to benchmark literacy practice against the 7 recommendations made in the report.

As a result of the audit, key areas for development were identified as outlined in the strategy.