



St Peter & St Paul
Catholic Voluntary Academy
Pro Petro Paulo Patria

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Literacy Policy

Policy Ref No. PL1

'I have come that they may have life and have it to the full'

John 10:10

The Ethos of St Peter and St Paul

"Our school is a community where Jesus Christ is our role model and his message the guiding principle behind all we do.

Every member of our community is responsible for creating an environment that is caring, fair and respectful of each individual.

We develop our potential, celebrate our talents and go forward together in faith."

Christ is the foundation of everything we do and the Gospels provide us with our influence and inspiration. We are therefore committed to promoting:

The uniqueness of the individual

We believe that every person is a unique individual, created in God's image and loved by Him. We are therefore committed to treat every person with equality of esteem and the respect and dignity due to a child of God.

The search for excellence

We are called to seek perfection in all aspects of our lives. We celebrate the enrichment of the total community, which flows from diversity of age, gender, racial and social origins, abilities, culture and religion. We are therefore committed to ensure that all are to be given every opportunity to develop their talents to the full.

The education of the whole person

We offer young people the experience of life in a community founded on Gospel values and working in harmony. Through this and a variety of educational, and non-academic, experiences and interactions, we aim to prepare young people for a life working with others in communities which may be diverse socially, culturally and religiously. We recognise that it is also important to help pupils to understand their own ethnic identity and cultural heritage as well as helping them to understand that of others (irrespective of whether the school serves, or is located in, an ethnically diverse community).

The education of all

We have the duty of care for all to ensure that we provide for those who are socially, academically, physically, emotionally or financially disadvantaged.

Moral principles

Our belief in the Gospel message commits us to be in the forefront of the movement for social and racial justice and harmony. We believe this is fundamental to the common good. We aim to prepare our young people to serve as witnesses to these moral and spiritual values in the wider world.

Consequently, we still strive to ensure that:

any person recruited to the service of the school, whether as a member of staff or as a volunteer, is made fully aware of our aims and objectives and required to support them;

children who are admitted to the school and their families are fully aware of our aims and objectives and undertake to support them;

all of our structures and policies are evaluated and kept under constant review in order to see that no individual is subject, in any way, to unlawful discrimination, whether intentional or unintentional, and to ensure that all are enabled to reach their full potential.

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Rationale

The development of an effective literacy skillset (reading, writing, speaking and listening) is essential to achieving a fulfilling and enriched life. We use these skills daily to communicate with, and make sense of, the world around us. At St Peter and St Paul's we understand that, at the heart of improving literacy skills, is the opportunity to practise them. Improving literacy can have an impact on the students' self-esteem, motivation, behaviour and attainment. It allows them to learn independently and is empowering.

Our curriculum is underpinned by developing students' abilities to speak, listen, read and write for a range of purposes, including using language to learn, communicate, think, explore and organise. Helping students to express themselves clearly, through development of vocabulary, both orally and in writing, enhances and enriches teaching and learning in all subjects and prepares the student for life after school.

We believe that reading, and particularly reading for pleasure, has a direct impact on students' development – both cognitively and in social communication. We aim to create a culture of reading which encourages pupils to read for pleasure as well as for academic purposes. Through the use of a reading programme at Key Stage 3, we aim to promote independent study, reading as an enjoyable hobby and monitor progress of reading age development in correlation with actual age.

Aims

- Ensure all staff are supported and aware of the importance of literacy in all subject areas; ensure all staff are aware of the ways in which their work contributes to the development of students' literacy.
- Increase students' standards of achievement and literacy across the curriculum.
- Promote knowledge and understanding of the students' standards of achievement and assessment in literacy and reading accuracy across the curriculum, and the identification of any areas of strength and weakness.
- Develop a shared understanding, between all staff, of the role of reading, writing, vocabulary and oracy in students' learning and how work in different subjects can contribute to, and benefit from the development of, their ability to communicate effectively (both in school and in preparation for life).
- Recognise that language is central to students' sense of identity, belonging and growth.
- Develop students' confidence and ability to express themselves.
- Support staff to implement effective literacy development and wider achievement across the school.
- Support staff to appreciate and promote reading as a universal skill and hobby and maintain consistent high expectations of levels of reading and communicating about reading across the school.

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Key Requirements of Implementation

Reading

Helps students to learn from sources beyond their immediate experience and inspires them to acquire knowledge.

- To create an environment where reading is promoted across the school by all staff, spearheaded by Senior Leadership and the Literacy Lead.
- To provide time for all students to read in the 'Introduce' section of the Accelerated Learning Cycle (Rosenshine) across all subjects and ensure that reading materials are part of everyday equipment.
- To support reading through a variety of resources, mediums (audiobooks) and events such as: World Book Day.
- To promote reading in non-school hours i.e. Students' Independent Study for KS3 is reading 20-30 minutes per week and communicating with parents via social media and the school website and through Progress Evenings and Settling in Evening.
- To establish and monitor an effective homework policy to ensure all Key Stage 3 pupils read regularly and widely and to work on maintaining this through Key Stage 4 through wider reading lists and developing the collection of academic and non-academic materials in the library.
- To utilise an effective online programme to monitor student progress and targeting concerns in order to deliver specifically targeted intervention where necessary.

Writing

Helps pupils to sustain and order thought and creates effectiveness and accuracy of written communication.

- To create an environment where writing is promoted across the school by all staff, spearheaded by Senior Leadership and the Literacy Lead.
- To provide time for all students to complete extended writing in their learning, at least once a week, in the 'Demonstrate' section of the Accelerated Learning Cycle (Rosenshine) across all subjects and ensure that there is at least 10 minutes of silent independent writing time and reflection, building in time to proof-read.
- To provide students with a variety of challenging tasks for varying abilities.
- To provide students with explicit Tiered vocabulary instruction, using the Frayer Model knowledge organisers, essential for concise and coherent communication and expression when writing for different forms.
- To provide students with creative writing outlets, praise and competition.
- To promote the use of literacy and writing for different forms through real world application, including the participation in extra-curricular activities such as: writing for the school newspaper.
- To support writing with frames or scaffolds where needed, and to ensure modelling is used effectively and successfully.
- To ensure SPaG is supported and checked in all subjects in line with the school coded marking policy.

Speaking and listening

Helps pupils to prepare, reflect, revise and evaluate the tasks they have undertaken and on the things other people have said, written or done.

- To raise awareness of the importance of speaking and listening across the curriculum.
- To support all departments in embedding speaking and listening within their subject area.
- To provide time for all students to take part in oracy activities in lessons through paired or group discussions and debate in the 'Activate' or 'Demonstrate' sections of the Accelerated Learning Cycle (Rosenshine) across all subjects.
- To provide students with explicit Tiered vocabulary instruction, using the Frayer Model knowledge organisers, essential for concise and coherent communication and expression when speaking for different purposes.
- To promote the use of oracy through real world application, including the participation in extra-curricular activities such as: debate club and drama club.
- To encourage students to listen and articulate like scholars at all times using the acronym STARS.

Marking

All staff will:

- follow the marking policy for literacy, including coded marking and addressing mistakes and misconceptions through whole class feedback and DIRT lessons;
- take opportunities to provide verbal feedback;
- encourage pupils to make their own corrections in lessons through use of DIRT and self-assessment;
- encourage peer marking in lessons for literacy and provide opportunities for students to support each other's literacy;
- take opportunities to praise the use of effective and accurate use of literacy skills.

Promoting Literacy at St Peter and St Paul

At SSPP, whole school literacy is driven by Middle and Senior Leaders and the Literacy Lead in conjunction with the English department and Learning Resources Manager and Librarian. However, it is the collective responsibility of all staff in all curriculum areas to ensure that literacy is constantly addressed to improve standards and raise levels of attainment. There are also areas in which non-academic staff can, and should, also get involved: World Book Day and the online promotion of celebrations of literacy achievements and termly competitions for staff and students.

Responsibilities

Of all staff –

- Communicate with parents, guardians, parishioners and students with reasonably accurate literacy skills through the written word and orally.
- Model high expectations of literacy through The Living Word, Orders of Service, promotional and academic materials, letters and emails to parents, guardians and students.
- Take part in relevant CPD to improve knowledge or refresh knowledge of literacy.

Of support staff –

- Support learners 1-1 or in small groups with their literacy in order to ensure they can access the curriculum.
- Work with the teachers to model high expectations and good standards of literacy in all areas across all subjects.
- Improve subject knowledge.

Of teaching staff –

- Ensure a high profile is given to the importance of literacy embedding it through lesson plans and Rosenshine's Accelerated Learning Cycle.
- Teachers will take every opportunity to provide students with the knowledge, skills and understanding they need to read, write, speak and listen effectively, including providing accurate feedback and using the new coded marking policy.
- Teachers will take every opportunity to provide students with occasions to use spoken standard English inside and outside the classroom.
- Providing additional scaffolding for those pupils with identified weaknesses.
- Tutees will consistently check that all students have reading materials during data day as part of their weekly equipment checks.
- Enable students to reflect and take responsibility for recognising their own weaknesses and making improvements.

Of Literacy Lead –

- The Literacy Intervention Teacher will lead CPD knowledge and refresher courses on relevant literacy practices and effective strategies for use in the classroom.
- The Literacy Intervention Teacher will work with and support departments in the implementation of strategies and encourage departments to share good practice.
- The Literacy Intervention Teacher will regularly monitor students' progress in literacy and the impact of literacy interventions.
- They will lead on ascertaining support of parents in encouraging their children to develop their literacy skills through reading for pleasure at home but may require support from the whole school.

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John 10:10

Speaking and Listening

All staff will:

- lead by example, articulating like a scholar and ensuring Standard English is used at all times and is expected in response;
- provide students with explicit Tiered vocabulary instruction, and prompt them to use Tier 2 and Tier 3 vocabulary when appropriate;
- challenge students using slang or colloquialisms where it is not appropriate;
- encourage students to correct their own speech when errors are pointed out;
- create opportunities for talk in a range of contexts and forms in lessons: small group discussions, paired discussions, debates, individual contributions etc.

Writing

All staff will:

- ensure high standards of presentation are expected;
- model pieces of writing so that students understand what is expected of them in that style of writing - e.g. correct choice of structure and tone;
- use coded marking and S and T to encourage students to correct their own writing in DIRT lessons;
- provide opportunities for students to expand, and demonstrate, Tiered vocabulary, particularly uses of Tier 2 and Tier 3 vocabulary, to articulate like scholars and develop a range of expression;
- insist on the use of full sentences within texts where appropriate;
- take opportunities for peer literacy marking;
- take every opportunity to promote the enjoyment of writing and get involved in competitions and activities across the school devised by the Head of English/Literacy Lead and the Learning Resources Manager/Librarian.

Reading

All staff will:

- provide opportunities for reading in class/form, in groups and individually and wider reading of texts connected with Tiered vocabulary;
- remind students that they must have reading materials at all times when in school;
- ☐ remind Year 7 and 8 pupils to be reading at least 30 minutes per week for their English Independent Study;
- encourage reading aloud in lessons;
- promote skimming and scanning skills in lessons;
- develop skills in: locating and retrieving information; selecting and interpreting information; synthesising information, collating material from a variety of texts etc;
- take every opportunity to promote the enjoyment of reading and get involved in competitions and activities across the school devised by the Head of English/Literacy Lead and the Learning Resources Manager/Librarian.

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Resources

On the next few pages, there are some resources to support staff in the teaching of literacy which have been part of a new whole school initiative to improve the teaching of explicit vocabulary and develop a consistent approach to marking for literacy.

Aims

Please see the attached implementation plan to outline the rationale and outline for the new vocabulary map and knowledge organiser.

The vocabulary map should be used with a view to improve students' confidence using Tier 2 and 3 academic vocabulary and encourage them to articulate like scholars across a range of subjects and disciplines. Reminder – this is not prescriptive – if there are other Tier 2 or 3 'domain' specific words essential for students' learning, these should also be taught using the Frayer Model and any other strategies you may wish to implement that are specific to your subject.

There is a crib sheet to go with The Frayer Model but it can also be adapted to suit the requirements of your subject and should be scaffolded appropriately to suit the needs of all pupils.

The coded marking strategy will allow for all staff to address mistakes and misconceptions and promote the importance of accuracy of expression when communicating through the written word. This is also to be taught to students so they can learn to assess their own work and proof-read accurately.

Problem (why)	Intervention description (what)	Implementation Activities (How)	Implementation Outcomes	Final Outcomes
Teachers - Teachers do not know the difference between Tier 1, 2 and 3 <u>vocabulary</u>. CPD issue. - Teachers do not explicitly teach vocabulary and lack the expertise to do so. CPD issue. - Teachers need to calibrate their vocabulary use with students. - In every classroom explanation, teachers use vocabulary that is too difficult or misunderstood by our students so we need to provide clear, helpful examples. - A good deal of reading in classrooms includes vocabulary that is unfamiliar and difficult. Students - Students lack the resilience to tackling challenging texts in classrooms and examinations. - Lack of student engagement when presented with reading and various texts; this impacts on behaviour and attention span. - Students need a reading age of 16+ and knowledge of 95% of words to access their learning across all subjects up to GCSE level. - Poor reading is hindering their confidence and progress in examinations: they cannot access the academic curriculum of the school and are 'word poor'. - Due to a lack of vocabulary, students are not able to comprehend texts and struggle with higher-level skills such as inference and identifying perspective/viewpoint, which are prerequisite skills for subjects such as History and English. Attainment - Attainment across most subjects is below average at KS4, especially in writing-heavy subjects. This affects intake in English Literature at A Level. - With new, bigger, more complex qualifications at every key stage, the demands of academic vocabulary have increased - Reading now forms a key element of every qualification and examination and students need the tools to read for understanding: to attain, they need to possess a wealth of background knowledge, requisite breadth, and depth, of academic vocabulary knowledge.	Active Ingredient 1 All staff to receive training on the difference between Tier 1, 2 and 3 vocabulary and a shared Tier 2 vocabulary map is created to apply to all subjects. Active Ingredient 2 The Frayer model is used to introduce new vocabulary, supported by Marzano's 6 step process for teaching vocabulary and staff crib sheet. Active Ingredient 3 Lead staff training on how to use the new knowledge organiser containing The Frayer Model and Word Map. Active Ingredient 4 Lead further staff training on how to embed vocabulary into other teaching practices and schemes of work.	Training - Whole staff training over the course of two academic years, followed up by meeting with middle leaders, follow-up tasks and department time. Minimum of one dedicated CPD time per year and at least one meeting with middle leaders. More regular meetings with English Department to support with training of other subject leaders/teachers. Coaching - In-school support from English Department and SLT. Literacy Lead and English Department to support and provide ongoing coaching and training with various departments. - Literacy Lead to deliver instructional coaching to department on explicit teaching of vocabulary to share with other departments. Monitoring - Regular catch ups with department/department leads built into morning briefings and termly meetings. - Built into QA calendar and SLT/MLT meeting agendas. - SLT drop-ins and learning walks, work scrutiny, staff, and pupil, voice. - Clear, actionable results followed up by Literacy Lead and/or SLT. Educational materials - Access to staff folder containing all resources for teaching vocabulary. I.e. different versions of the Frayer Model, copies of the knowledge organizer etc. - Access to materials from the CPD and various resources. And reading materials. - Access through online links to research materials: 'Closing the Vocabulary Gap', EEF documentation, The Frayer Model.	Short term Fidelity: - Staff demonstrate an appropriate understanding of different levels of vocabulary (Tiers 1, 2, and 3). - Staff are aware of the need to explicitly teach academic vocabulary (Tier 2 and 3) within their subject areas and are aware of the vocabulary demands in their subject area. - Staff know what the Frayer Model is. Acceptability: - Majority of staff experience a growing confidence in preparing for vocabulary instruction and can draw on the Frayer Model, to support it. - Staff show a willingness to learn about how to use the Frayer Model and show confidence in adapting it to suit their subject and needs. Feasibility: - All staff are able to identify where academic vocabulary/The Frayer Model is already/needed to be explicitly taught in their subject. Medium term Fidelity: - Staff will amend planning to explicitly include the academic words identified on the word map – in line with their curriculum. - Vocabulary instruction using the Frayer Model emerges daily in lessons using the knowledge organisers as a consistent format. - Staff are able to adapt future planning based on assessment/review of it. - Departments/staff are able to create and adapt resources using The Frayer Model in each subject area. - Signs of improving quality of teaching and consistency in planning/approach to Literacy. Acceptability: - Staff mark for literacy using the new rolled out Literacy Coded Marking policy and take accountability to correct mistakes and misconceptions. Feasibility: - Staff begin to consistently adapt the Frayer Model to suit their subjects (with support from the English department/SLT). - Vocabulary becomes an integral aspect of schemes of work across all subjects. Long term Fidelity: - Responsive and adaptive curriculum and planning. - Consistent, embedded use of The Frayer Model and subject specific approaches to teaching vocabulary. Acceptability: - Staff have embedded vocabulary teaching into all aspects of classroom practice. I.e. reading, writing and oracy. - Staff feel confident and empowered to teach vocabulary. Feasibility: - Improved quality of teaching: articulation and explanations.	Short term - Increased student engagement and confidence in reading. - Slowly developing academic vocabulary: Tier 2 and Tier 3. Medium term - Improved motivation, cognition and metacognition, students have some strategies to work out unfamiliar vocabulary/can use the word map and Tier 2 words confidently. Long term - Most students comfortably use Tier 2 vocabulary accurately and effectively and start to apply the strategies they have developed to more subject-specific, Tier 3, words as well. - Increased results at the end of KS3/KS4. - More confident readers and participants in learning with regular articulation like scholars.

T1

Tier Two Academic Vocabulary

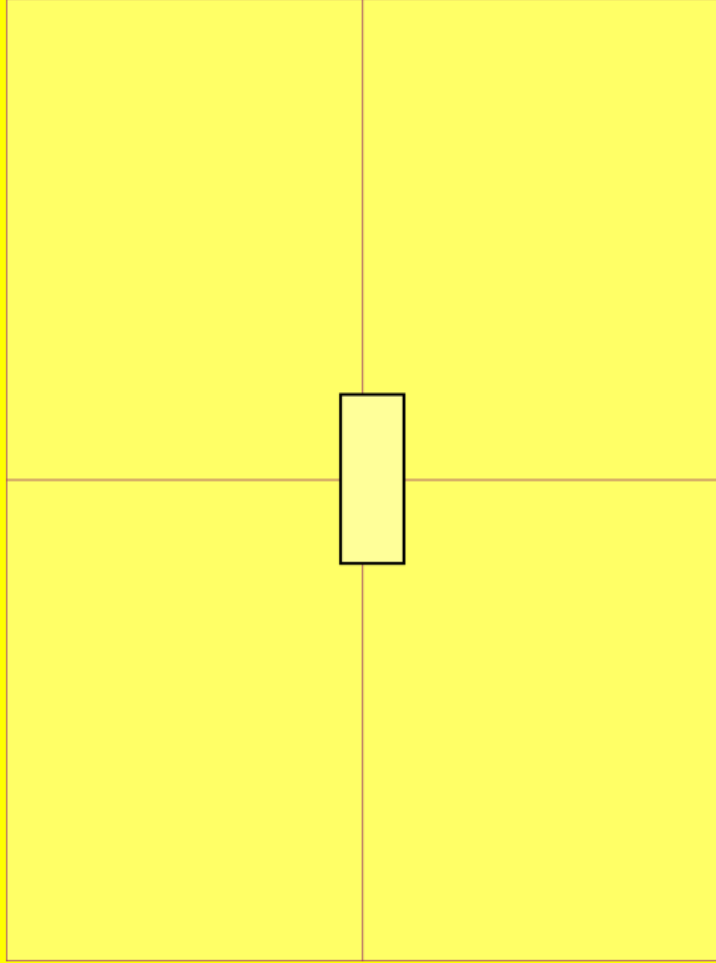
At SSPP we want you to be a STAR. This means articulating like a scholar by expressing confidently and effectively using academic vocabulary across a range of subjects.

These are some words you might see across a variety of your classes. Please try to use them in your spoken and written language and look out for them in the texts you come across.

KS3					KS4					KS5				
Specific	Sequences	Aid	Chart	Analyse	Internal	Interval	Contradict	Economy	Subsequent	Precede	Compatible			
Define	Criteria	Energy	Paragraph	Evaluate	Symbol	Ideology	Passive	Perceive	Entity	Thesis	Straightforward			
Assess	Demonstrate	Accurate	Highlight	Justify	Domain	Reinforce	Conceive	Negate	Aggregate	Prospect	Practitioner			
Identify	Predict	Gender	Implicit	Mechanism	Adapt	Coincide	Interpret	Parameter	Phenomenon	Inherent	Unify			
Context	Investigate	Explicit	Manipulate	Amend	Conform	Persist	Primary	Liberal	Contemporary	Integrity	Nonetheless			
Positive	Cycle	Minimum	Overlap	Abstract	Analogy	Environment	Core	Discriminate	Coincide	Income	Concept			
Range	Label	Display	Medium	Hierarchy	Likewise	Impact	Parallel	Paradigm	Intrinsic	Culture	Conclude			
Appropriate	Hypothesis	Topic	Device	Exploit	Similar	Proportion	Monitor	Arbitrary	Sector	Corporate	Compensate			
Element	Challenge	Eliminate	Minimal	Qualitative	Affect	Communicate	Knowledge	Sphere	Compute	Implicate	Confer			
Conduct	Adjust	Infer	Vision	Adjacent	Specify	Substitute	Equip	Intrinsic	Constrain	Notion	Fundamental			
Odd	Ongoing	Quote	Pose	Indicate	Statistic	Furthermore	Ethic	Legislate	Domestic	Underlie	Cite			
Alternative	Trend	Convince	Collapse	Conclude	Capacity	Differentiate	Incline	Acquire	Revenue	Finite	Empirical			
Technical	Expand	Extract		Outcome	Bias			Convene	Infrastructure					

The Frayer Model

At SSPP we want you to articulate like a scholar by using the appropriate academic vocabulary in both your written and spoken expression. You might see, and use, this model in various subjects to practise the new vocabulary you have learned. Please use with care and clean it when you are done.



The Frayer Model Crib Sheet.

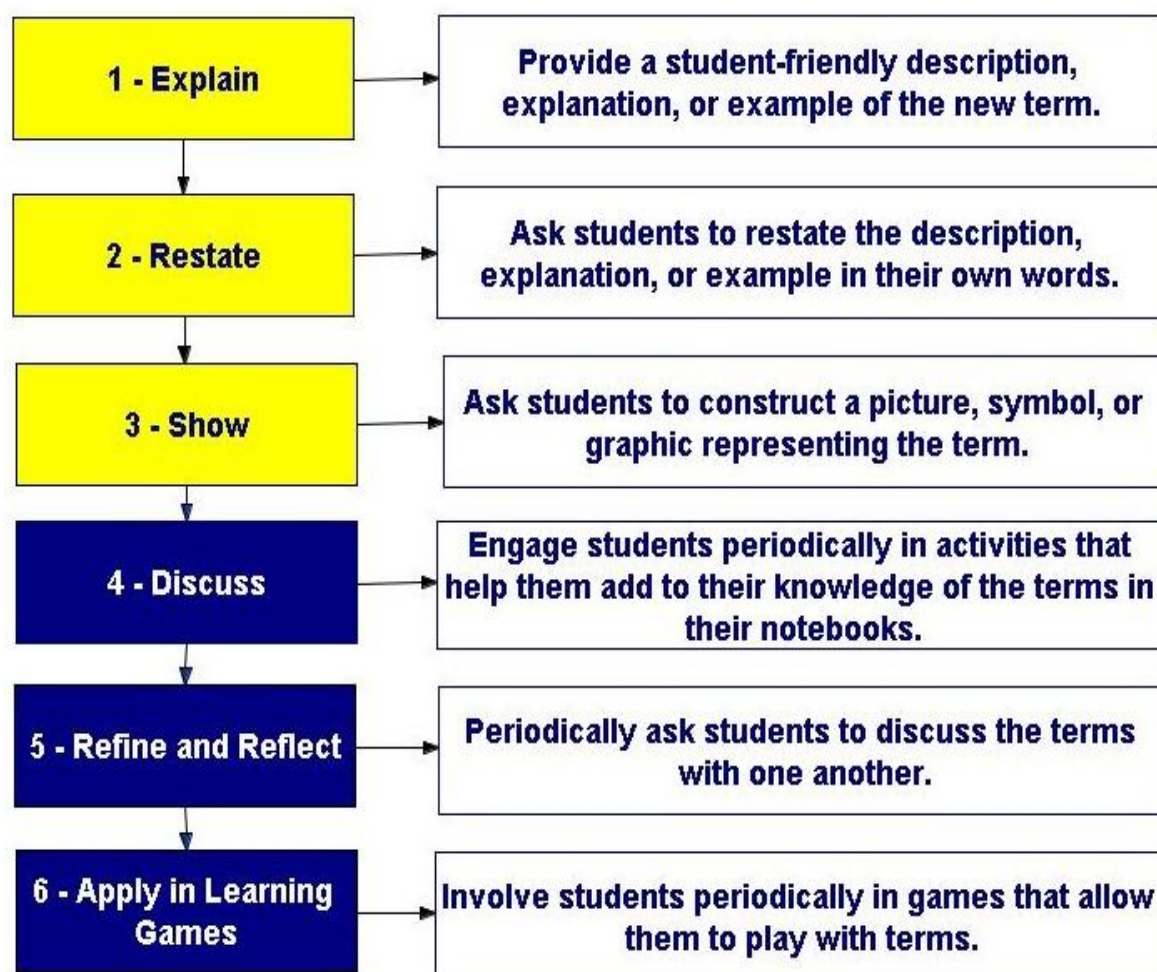
Possible categories for the boxes on the sheet:

- Definition,
- Characteristics,
- Examples,
- Non-examples
- Etymology and/or Morphology,
- Synonyms and Antonyms,
- Use in other contexts,
- Linking it to a relevant topic,
- Transforming it into a picture,
- Discuss (provide a question or statement)
- Debate (provide a question or statement)
- Questions to answer
- Use key words which link together to introduce a concept or different types/forms of things or ideas

Ways of using it:

- Plan with one already filled in on the board, get the students to write down their own definition or example in a sentence – either in their book or on the knowledge organiser/mini-whiteboards;
- Fill in their own blank copy or the boxes on the Frayer Model knowledge organiser using the activities above or questions;
- Plan with a partially filled in one and ask students to complete the blank boxes on their knowledge organiser or copies in books;
- Record on the word map words they already know (✓), words they want to know (*), words they don't understand or struggle with (✗) in order to prepare for learning;
- Record what word(s) they think will link to their learning by circling them;
- Let them know what words they should be attempting to use at the start of the lesson and model how to use them correctly in a sentence – both written and spoken – and embed them into conversation throughout the lesson;
- Before teaching, embed appropriate words into the scheme of learning and pre-plan some activities to use them (see examples).

Marzano Six-Step Process for Teaching Vocabulary



Some simple activities to plan into teaching:

- **Use in context** – use anecdotes (stories and experiences) and examples that will relate to the students, use in relation to the topic they are studying.
- **Questioning, Discussion and Debate**: Pose a question or statement on the board, model how to respond to it and give students appropriate thinking and discussion time to implement it themselves.
- **Word association game**: bounce from one student to another getting them to say other words connected to the previous word (synonyms), alternatively, challenge them to think of opposites as well (antonyms).
- **Sensory strategies**: Get them to draw image representations of the words, act out a process or present it to the class, get them to explore the word in detail i.e. etymology, morphology, denotation, connotations, synonyms and antonyms and then present it to the class.

LITERACY CODED MARKING

At SSPP, we identify, and respond to, high-frequency literacy errors to: avoid miscommunication and ensure we are articulating like scholars.

G

Grammar

SP

Spelling

P

Punctuation

H

Homophones

T

Tense

MW

Missing word

ML

Missing letter

NP

New Paragraph

C

Copied

